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ABSTRACT

This handbook is designed for use by Tacoma Community House volunteer tutors of English as a Second Language (ESL) as a supplement to basic volunteer training. The handbook includes detailed information in areas briefly covered during training and specific instructional ideas and class activities. A section on getting started discusses the cultural differences volunteers are confronted with, getting to know the student and his needs, breaking the ice, choice of ESL resources, effective student-teacher communication, and the four language skills: listening, speaking, reading, and writing are emphasized. A chapter on lesson planning discusses problems to anticipate, and procedures for specific activities such as review and pronunciation drills. The third section discusses a variety of materials, standard techniques, and projects such as the use of visual aids, student journals, songs, the Total Physical Response method and the Language Experience Approach. The fourth section describes a wide variety of activities for practice, drills, and games, and the fifth section focuses on the purposes, uses, and content of vocational ESL. The fifth section contains a list of language functions needed in entry level jobs. Appended materials include a list of volunteer programs assisted by the Tacoma Community House volunteer training project, a 28-item bibliography, a list of teacher resources, and the master plan of the Washington State Adult Refugee Project. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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TUTORING ESL:
A HANDBOOK FOR VOLUNTEERS

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VOLUNTEER TRAINING PROJECT

TACOMA COMMUNITY HOUSE
P.O. BOX 5107
TACOMA, WA. 98405

FL800086

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TUTORING ESL:

A Handbook For Volunteers

WRITTEN BY:

Deborah Reck

Lucinda Wingard

Marilyn Bentson

Peter Skaer

Julia Gage

Karen Zeller

Judy de Barros

Matthew Laszewski

Anita Bell

ILLUSTRATED BY:

Marilyn Bentson

Developed by the
VOLUNTEER TRAINING PROJECT
at the
TACOMA COMMUNITY HOUSE
1311 South "M" Street Box 5107
Tacoma, WA 98405
206-383-3951

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TACOMA COMMUNITY HOUSE

P.O. BOX 5107 • 1311 SOUTH M STREET • TACOMA, WASHINGTON • (206) 383-3951

Dear Volunteer Tutor,

Welcome to the growing community of volunteers throughout Washington State who are teaching English as a Second Language to refugees. We, the staff of the Volunteer Training Project, hope the training, materials, and support provided to your program will give you the confidence to become an effective ESL teacher. Our project offers the following services to organized volunteer ESL programs:

- Basic ESL Training
- Vocational ESL (VESL) Training
- Beyond Survival Training (for intermediate students)
- Special Topics Workshops
- On-Site Observation of classes
- Consultation and Support for Volunteer Coordinators
- Follow-up meetings

The project also provides these materials:

- Textbooks and visual aids
- Volunteer Coordinator Handbook
- Volunteer ESL Tutor Handbook (You're reading it!)

This handbook supplements the Basic Training you've just received. As you start teaching, questions will undoubtedly arise. The handbook includes detailed information of areas briefly covered during training as well as a treasure chest of specific ideas for teaching and reviewing activities that are useful for teaching any level student. If your teaching experiences create questions the Handbook can't answer, consult your volunteer coordinator who is there to assist both you and your student. Your fellow volunteer tutors can also form a support group with whom to share your troubles and triumphs. We will also be available for further workshops and sharing. Remember, you are not alone.

Your first lesson with your student will be the start of a new friendship for you both. You will find that you are not only giving, but gaining--gaining an insight into another culture (as well as your own), gaining experience in teaching and communication skills and gaining what can be a most rewarding new relationship.

We look forward to continuing to work with you during your teaching experience.

Good luck,

Marilyn Debbie Karen Lorinda Judy Julia
Mary Lou Pete

The Staff of the Volunteer Training Project

DIRECTOR REV ROBERT M YAMASHITA AN AGENCY OF THE UNITED WAY OF PIERCE COUNTY

RELATED TO THE BOARD OF GLOBAL MINISTRIES OF THE UNITED METHODIST CHURCH

CONTENTS

WELCOME LETTER

Part I GETTING STARTED

A WORD ABOUT CULTURE..... 2
WHO IS MY STUDENT?..... 5
BREAKING THE ICE..... 8
SOME RECOMMENDED ESL BOOKS.....11
TIPS FOR GOOD TEACHING.....14
LISTENING...SPEAKING...READING...WRITING.....17

Part II LESSON PLANNING

DO I HAVE TO MAKE A LESSON PLAN?.....20
LESSON PLAN FORM.....22
REVIEW...REVIEW...REVIEW.....24
GETTING ACROSS A NEW LEARNING POINT.....26
PRACTICE MAKES PERFECT.....30
PRONUNCIATION.....32
WARM-UP...BREAK...CLOSING ACTIVITIES.....38
IS MY STUDENT MAKING PROGRESS?.....40
CHECKLIST.....41

Part III MATERIALS, TECHNIQUES and PROJECTS

VISUAL AIDS.....46
A PICTURE IS WORTH A.....47
PICTURE FILE.....48
HOW TO ASK QUESTIONS.....49
TOTAL PHYSICAL RESPONSE (TPR).....50
LITERACY for ESL STUDENTS.....52
LANGUAGE EXPERIENCE APPROACH (LEA) for READING....56
PROJECTS WITH YOUR STUDENT..... 58

Part IV ACTIVITIES and MORE ACTIVITIES

ACTIVITIES FOR PRACTICE.....64
REPETITION DRILLS.....65
SUBSTITUTION DRILLS.....66
TRANSFORMATION DRILLS.....67
CHAIN DRILLS.....68
DIALOGUES.....69
ROLEPLAYS.....71
PICTURE STORIES.....73
SCRAMBLED PICTURES.....74
PICTURES FOR CONVERSATION.....75

SAME OR DIFFERENT (Pre-reading)....76
SAME OR DIFFERENT (Sound discrimination)....77
LISTENING CLOZE....79
DICTATION....80
SCRAMBLED SENTENCES....81
THE CHAIN GAME....82
SIMON SAYS....83
GUESSING GAMES....84
MATCHING GAMES....85
DOMINOES....87
TIC TAC TOE....88
BINGO....89
CROSSWORD GAMES....91

Part V VOCATIONAL ESL

LANGUAGE FOR WORK....94
WHAT IS VESL?....94
When should VESL training begin?....94
Types of work tasks....95
Language to emphasize in VESL....96
VESL: LANGUAGE FUNCTIONS IN ENTRY LEVEL JOBS....100

APPENDICES

A VOLUNTEER ESL PROGRAMS Assisted by VTP, 1986....106
B STATE FUNDED REFUGEE ESL CLASSES, 1986....109
C SELECT BIBLIOGRAPHY....111
D Washington State ESL MASTER PLAN....117

PART I

GETTING STARTED

A WORD ABOUT CULTURE

As you approach your first encounter with your student, you may be apprehensive. "How should I act? How will we communicate? What will we call each other?" A little apprehension is healthy; it shows that you realize the limitations of some tried and true assumptions. Alert and sensitive, you won't automatically assume that in your student's name the first name comes first and the surname goes last. You might read a lack of eye contact as concentration rather than shyness or boredom. The best advice is to relax and be natural. Your student will be eager to learn about this country and to acquire the skills for survival and prosperity here. As a newcomer, she will be keenly aware that there are differences, but unlikely to know what to expect. As you learn from each other, you will develop respect for each other's culture. Friendship will soon follow, but no generalizations can be made about how quickly or how completely your student will adjust to life in her new country.

Excerpts from two letters follow. Both were written by Vietnamese refugees in 1981. Both writers had arrived in the United States and were sending their impressions to people still waiting in refugee camps overseas.

> "Remember that I disliked America very much before, but now I am recommending it to you because you really have freedom only in America. You can study for as long as you like or work wherever you like. No country has individual freedom like America."
>
> "You cannot imagine the American life: every house closes its door completely into silence; there is no one outside. Although there are many residents along the street, you can listen to the sound of your own footsteps when walking."*

The two excerpts register very different impressions. They were written by individuals. In addressing the topics of cultural awareness and cultural diversity, keep in mind that individuals share a culture. Though the culture may characterize a group, it does not define the group's individual members.

What the individuals from a culture do share are how to go about solving problems; what to value and what to disregard; when to take action and when to withdraw. On the next page, some generalizations about Asian and Western cultures are presented. They were written by an Asian doctor. His method is to state a characteristic of life in the Asian view ("We lapse into meditation.") and to contrast it with what he believes to be the corresponding Western view ("You strive for articulation."). His style is even; he neither judges nor defends. Observe your own reactions to his statements and enjoy how differently the same ideas might be expressed by a Westerner.

AN ASIAN VIEW OF CULTURAL DIFFERENCES

by Dr. Mai Van Trang

We live in time.	You live in space.
We are always at rest.	You are always on the move.
We are passive.	You are aggressive.
We like to contemplate.	You like to act.
We accept the world as it is.	You try to change it according to your blueprint.
We live in peace with nature.	You try to impose your will on her.
Religion is our first love.	Technology is your passion.
We delight to think about the meaning of life.	You delight in physics.
We believe in freedom of silence.	You believe in freedom of speech.
We lapse into meditation.	You strive for articulation.
We marry first, then love.	You love first, then marry.
Our marriage is the beginning of a love affair.	Your marriage is the happy end of a romance.
It is an indissoluble bond.	It is a contract.
Our love is mute.	Your love is vocal.
We try to conceal it from the world.	You delight in showing it to others.
Self-denial is a secret to our survival.	Self-assertiveness is the key to your success.
We are taught from the cradle to want less and less.	You are urged every day to want more and more.
We glorify austerity and renunciation.	You emphasize gracious living and enjoyment.
Poverty is to us a badge of spiritual elevation.	It is to you a sign of degradation.
In the sunset years of life, we renounce the world and prepare for the hereafter.	You retire to enjoy the fruits of your labor.

Source: Indochinese Materials Center

As part of the transition from camp life to resettlement, most refugees pass through processing centers before coming to the United States. In the centers, they undergo several weeks of a cultural orientation program. They are introduced to the unknown culture through discussion of their own cultures. Southeast Asians learn that Americans do not share their respect for age or agree on what is sacred and what is taboo. Ethiopians are prepared for being perceived as members of a black minority. They and the Eastern Europeans examine their high expectations for a prosperous and intellectually satisfying life in America. Because Poles and Czechs, whose images of this country are drawn from Hollywood and communist propaganda, were brought up under socialism, they discuss job-hunting, health care, housing and education under capitalism.

The work begun in the cultural orientation programs can continue in the tutoring sessions. The following letter excerpts, written under the same circumstances as the previous ones, are directly addressing issues discussed at processing centers.

> "Hearsay of racial discrimination in America is nonsense. Americans are actually foreigners who have come from many different countries and set up their lives here. There is a minority here whom we never have contact with because of their great wealth; they live apart from everyone else. The rest of us people are equal."
>
> "...their house is considered as a kind of castle where no one is entitled to intrude. During one leisurely afternoon, if you take a walk along rows of residential buildings, you'll feel lonely as if you were in a deserted place because you'll see that all the doors are closed. Still, inside there must be a noisy, bustling household which is quite apart from the world outside and which cannot be intruded upon. Even within a family, privacy is highly regarded: children sleep in a separate bedroom."*

You and your student will enjoy informing each other about your cultures. You should appreciate the culture of your student and enjoy the differences, but avoid becoming so sensitive to her culture that you neglect informing her about your own. You may be her only American friend. She needs you to tell her what she can expect in her new neighborhood and what she needs to know to function in this country.

If you would like to read about your student's culture in detail, there are several suggestions listed in Appendix C at the back of this book.

WHO IS MY STUDENT?

1. How can I learn my student's full name, nationality, birthdate and other personal facts?

Even if your student speaks no English, she will understand when you hold out your hand and say, "I-94." Each refugee is issued an I-94 card during the final interview in the refugee camp. This official document is the most vital piece of identification the refugee holds. On the I-94 you will find the following information:

- full name
- place of birth
- birthdate
- date of entry into the U. S.
- address of sponsor or sponsoring voluntary agency (VOLAG)
- alien registration number

All refugees, including children, are issued social security cards immedately upon entering the U. S.

Most refugees carry copies of their I-94 and social security cards, but often the husband keeps possession of these vital papers for his family.

Additional information can be gathered from the Personal Employment Plan (PEP) which is issued most adults at Employment Security. This green form must be submitted to the Department of Social and Health Services (DSHS) classes at the time of enrollment. A bilingual Community Service Office (CSO) worker collects the following facts:

- number of years in school in their native country
- former job
- vocational goals
- number of people in family
- date of entry in the U. S.
- date of entry in Washington State

2. Does my student have a sponsor?

Yes and no. All refugees must be sponsored by a VOLAG (Voluntary Agency) which screens them in the camps, arranges for their transportation here, provides some resettlement funds, and designates an individual sponsor to make the initial housing, health, and legal arrangements. Refugees often leave their American support in the desire to reunite with extended

family members. When they resettle in a new community, they often lack direct contact with Americans. You may become that personal link, but don't feel *you* must provide for all your student's family's needs. When you see a sick baby, no warm coat for a school child, a complex letter from welfare, you will naturally want to help. Please realize there is a large support network for refugees. You should become familiar with the appropriate social agencies who are there to serve your student.

3. Has my student been screened for health problems?

Yes, many times. All refugees are screened in the camps and immediately after entering the U. S. by the Health Department. They receive continued medical attention for at least 18 months of public assistence.

4. Do the people from Vietnam, Laos, and Cambodia share the same culture?

The cultures of the three groups are similar but certainly not the same. Each country has a distinctly different language and rich history which includes periods of conflict among the three nations. Ethnic Chinese live in all three countries and are often educated in Chinese language schools. While half of the Lao population is ethnic Lao, the other half is composed of hill tribes people, primarily Hmong and Mein, who have their own languages and cultures. "Southeast Asian refugee" includes many different language and culture groups.

The distinction between countries is not as great as the cultural gap between urban residents exposed to Western culture, and rural folk, isolated from much of modern technology. Dealing with life in downtown U. S. A. for the rural refugee, unaccustomed to electricity, highways and washing machines, can be overwhelming for quite a while.

5. Are all refugees from Southeast Asia?

Technically, no. The United States also recognizes refugees from Poland, Afganistan, Russia and Cuba. The majority of refugees, however, are from Cambodia, Laos, and Vietnam.

6. What's my student's educational background?

Many of the refugees who arrived before 1978 are highly educated, often with advanced degrees. Most of the recent arrivals came with less than 6 years of school. For many rural farmers, 1 to 3 years is common and many have never attended school. This means you may be teaching your student "how to learn" in a class setting as well as English and literacy skills.

7. What do I need to know about teaching an adult learner?

Maximum learning takes place when the material suits the learners' immediate needs. Adults will not remember material unless it is practical, meaningful and related to their experience. We learn what we *need* to learn. Adults also want to apply what has been learned as soon as possible. Provide opportunities for them to use the vocabulary or skill they have just learned in a simulated and/or real-life situation.

BREAKING THE ICE

The first day you meet with your student will set the stage for your tutoring experience. The first impression you make on your student will be very important to your teaching success. Remember, while you may be nervous, it is likely your student is terrified. Greet your student, smile and be friendly, but don't overdo it. Your confidence will put your student at ease.

There are 3 things that need to be done on your first meeting: get acquainted with your student, find out how much English she knows and set up a class schedule.

How do you begin? When you get to know another American, you usually greet her, introduce yourself and ask a number of personal questions. Do the same with your student. If she giggles and says nothing, your student may not understand your "accent" or just doesn't know English. In either case, go ahead and teach her greetings, her name and where she is from. Be sure to teach your name as well. You can also use some flashcards to check and see if she knows her numbers and letters. Try to get more information from your student whether or not she's been tested by your volunteer coordinator. For a beginning level student, don't try to do too much the first day. You don't want to scare or discourage her.

What if your student can answer most of the personal information questions you ask? It won't be necessary to teach what she already knows but you can go ahead and ask her personal questions anyway. Afterall, one of your purposes is to get acquainted. Haul out your family pictures (which you've brought intentionally) and talk about your family. She will be genuinely interested and perhaps encouraged to talk about her family in turn. This is a very good way to "break the ice" with your student. Your intention is not to teach anything at this time, but to relax, make some conversation and listen for what your student knows or doesn't know. If your student has never been tested, now is a good time to give the Placement Test.

A test won't tell you everything you need to know about your student. In the box on the next page we've suggested some items to bring to your first session and activities to go along with them that can help you find out more about your student's abilities. The kinds of answers or responses you hear will give you an idea of your student's level.

BRING:	"SURVIVAL"	"BEYOND SURVIVAL"
Clock with movable hands	knows hours and half hours	knows variations of time (11:45, quarter to 12, etc.) Can write time
Coins	knows names of coins knows values of coins knows simple combinations of coins (15¢, 45¢, etc.)	Can add and subtract money easily Can read prices
Magazine pictures Cue Books 1/2	Can name colors, objects, sexes of people Can distinguish family members (mother, father,etc.) Can describe using adjectives (tall, big, old, sad, etc.) Can talk about actions Can identify common occupations	Can describe physical features and actions in the picture Can ask questions about the picture Can tell a story using the picture Can write a short story about the picture or answer written questions
Calendar	Can read abbreviated days and months	Can locate specific dates (find June 6th)
Catalogs or Cue Books 1/2	Can identify several common household items (chair, lamp, etc.)	Can identify uncommon household items (crib, drill, underwear,freezer etc.)

THINGS TO LOOK FOR:

- Did you understand your student's pronunciation? What were
- some noticeable errors?
- Did your student answer without your repeating each question 2 or 3 times?
- Did she ask you to repeat or tell you she didn't understand?
- Did she speak in complete sentences rather than broken English? For example, "I don't like hot dogs" rather than "I no like hot dogs."?
- Did your student ask you any questions without prompting?

If the answer to all these questions was no, your student probably has minimum language skills or is extremely shy. Work on some or all of the following:

- Pronunciation
- Asking for clarification
- Listening skills
- Speaking in acceptable English (rather than broken English)
- Asking questions
- Increasing vocabulary

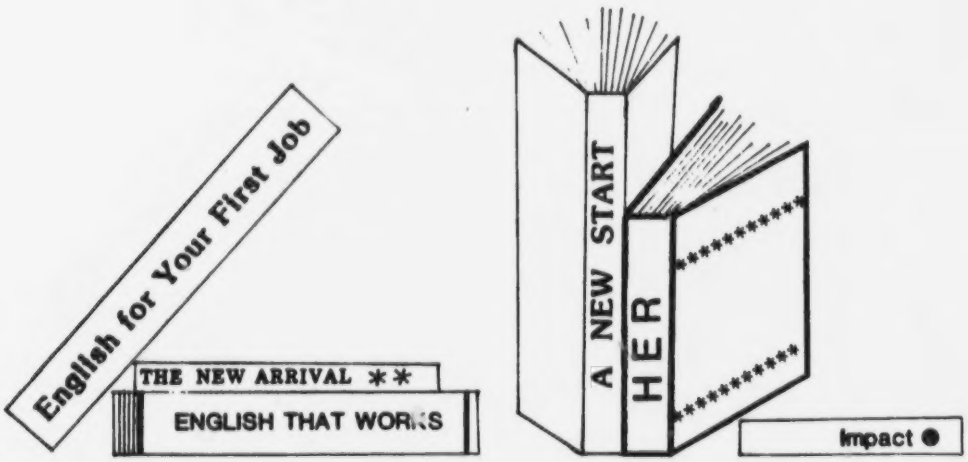
After trying some of these activities, try to decide if she is a "Survival" or "Beyond Survival" student. Sometimes a student's knowledge will overlap. A "Beyond Survival" student may have gaps in her knowledge and a "Survival" student may be able to answer some "Beyond Survival" questions.

Once you've gotten acquainted and have done some evaluating of your student's skills, you should set up a schedule for future meetings. If your student has little English, the best way to do this is to find a member of the family or a neighbor who will act as an interpreter for you. At the same time, make clear to your student what your expectations are. Expect your student to:

- Call if she cannot come to class
- Be ready when you come
- Have a quiet place to study
- Come to class on a regular basis

SOME RECOMMENDED ESL BOOKS

Once you've determined the language level of your student, the next step is to choose appropriate materials. If you can, get the advice of your volunteer coordinator, but if that's not possible, some of the descriptions of materials below might help you make your decision. These materials have been used successfully by volunteers in many teaching situations and are highly recommended. They are distributed to trained volunteers through the Volunteer Training Project.



The HER Project

This is a survival book for 0-level (beginning) preliterate students. The aim of this curriculum is to get the student to communicate. It is best suited for students who have little or no English, who have possibly never been to school, and who are illiterate in their own language. If your student is older or is very slow in learning English, HER is a good choice. The lessons in HER are designed especially for use by inexperienced volunteer tutors teaching Southeast Asian refugee women, but can be used to teach men and other ethnic groups.

A New Start

Also a survival curriculum, A New Start has a wider range of subjects, vocabulary and structures than HER. It is a better curriculum for students who already have some language skills but are still low beginners. The materials can be used with either literate or preliterate students. A New Start is also a good follow-up book after your student has finished HER because it expands many of the subject areas. The series also includes a literacy workbook for preliterate students.

The Conversation Books 1 & 2

These two texts are for high beginning and intermediate level students. Exercises emphasize conversation practice using topics of high student interests. Reading and writing activities are included, but there is no teaching manual.

Side By Side

Many of the oral exercises in these books are set up in such a way that two students can practice "side by side" or the teacher can speak with the student. The lessons focus on communication and are arranged structurally; that is, by grammar points, but there are also several survival-type activities. Book 1 can be used with literate beginning students, but we recommend that your student be competent in survival skills before using Side by Side. This can be determined by using the assessment test in this handbook. Book 2 is for intermediate students. There is no teaching manual with this book so it requires some preparation on your part.

Speaking Up at Work

This low level text includes a wide range of helpful dialogues and other practice activities for students who aim to get a job or are new employees. Topics include asking for help, understanding work procedures, safety, social exchanges, etc. We recommend using this curriculum as a supplement to A New Start. The helpful teacher's manual clarifies how to procede with the activities in the book.

English That Works

Also vocationally oriented, these materials contain more information about various kinds of jobs and job situtations than English for Your First Job, but assume a student has good literacy skills. Book 1 can be used with students who are still beginners. Book 2 should only be used with intermediate students. This book also addresses grammar and comes with a teaching manual.

Good beginning-level adult readers are difficult to find. We recommend trying these.

Tales from the Homeland

This is both a reader and a guide to using the Language Experience Approach. LEA is an ESL method for all levels of students which uses their own spoken English and experiences as a resource for written material. The book includes a teacher's guide and a number of student-written stories accompanied by suggested literacy activities to get you started creating more stories with your student. This supplemental text is available from the Tacoma Community House.

The New Arrival Books 1 & 2

These readers are designed to be used with one of the above curricula. Written by a teacher in the refugee camps, these are simple, well-written stories about life in the camps for low to intermediate-level students. It's very popular with students.

Impact Books 1 & 2

These are readers to be used as a supplement to the above curricula. The stories are high beginning and intermediate-level and come with a complete teaching manual and exercise book.

TIPS FOR GOOD TEACHING

1. How should I speak to my student?

Your speaking style is a model for your student. If your student knows little English, then use short sentences and limit your vocabulary. You may need to speak more slowly, but repeat in your normal speaking style. Don't use broken English since your student will copy your speech. Shortened answers and brief questions are common in our speech: "Leaving?" "Yeah, see you at 7." Let natural speaking patterns guide you.

2. What gestures should I use?

A gesture can be any body motion that conveys meaning--a nod for yes or no, a shrug to say you don't understand, a facial expression that tells your student she's right or wrong, or a hand motion that indicates you want your student to repeat, listen or answer a question. Gestures are silent language. They're useful at all levels because they allow the teacher to help students speak without always repeating for them. When, for example, you want your student to answer a question, you can help by giving the first word of the answer and then "signaling" to the student to continue. To signal, use a motion with your hand or fingers to break up the answer into words. Each finger can be a separate word. In this way, you are giving your student a chance to come out with the words on her own. She's doing the talking, you're just orchestrating.

Go ahead and try all kinds of gestures. They can help you communicate with your students when words just aren't enough. However, don't get too dependent on them. When you cup your ear and tell your student to listen, remember to eliminate your gesture one day and simply say, "listen." By then your student shouldn't need your signal to understand.

3. How should I correct errors?

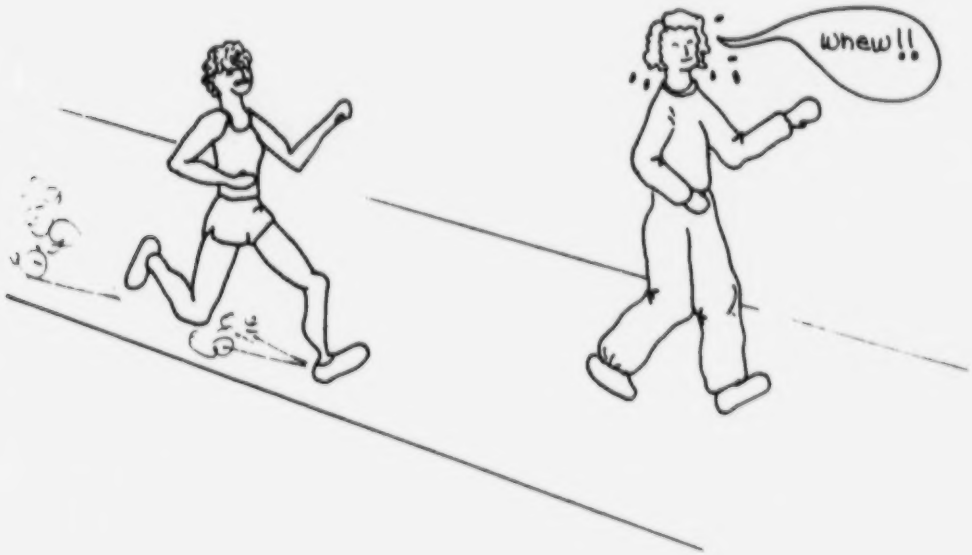
You'll need to strike a balance between correcting every mistake in usage and pronunciation versus uninterrupted conversation. Often you repeat the correct response; some tutors also develop cues so students monitor themselves more closely. For example, if your student drops endings, such as book<u>s</u> and walk, you can develop a gesture to remind your student about endings. Don't let understandable but incorrect responses like "I no walk' go uncorrected because these can become bad habits for your students. Jot down the frequent errors and later you can develop activities for those pronunciation or usage mistakes.

4. How fast should I go?

You need to strike a balance between whizzing through a lesson versus a dragging pace that bores everyone. Your student is your best indicator about the pace--how quickly you proceed through the lesson. Does she look bewildered or bored? Or do her eyes gleam with understanding and is she making appropriate responses during the lesson?

You also need to *vary* your pace during the lesson. Be sure you have variety in your activities. Spend no more than 15 minutes of practice on a learning point, and then change to another activity like a pronunciation exercise or a few minutes of break. The type of activity can set the pace: pronunciation exercises, drills, warm-ups and review activities are fast-paced and lively.

If your student can't keep up, then back up and slow down. Going too fast is a common problem for inexperienced tutors. While the lesson seems easy to you, don't whiz through it. Remember how you felt struggling with some Farsi during the training!



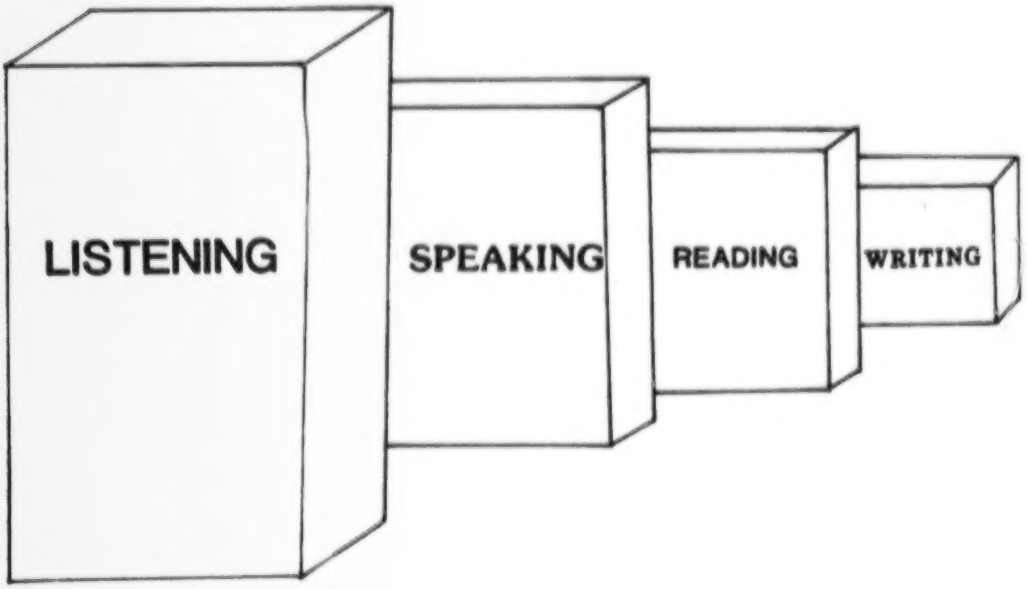
Mix fast-paced activities with the deliberate segments of your lesson. A beginning student doesn't necessarily need a slow pace, but she won't have as many ways of responding, so be sure to pause and check that she understands.

5. How do I know she understands?

Checking your student's understanding will help you adjust your pace and aim of the lesson. Each lesson needs some way to determine what the student has learned. We find that it's very easy to *assume* our students understand because they have learned our practice procedure, and forget to check the actual learning point. A comprehension check doesn't have to be lengthy or a written test. Almost any classroom activity can check the student's understanding, as long as you aren't prompting or drilling the point. For example, to check if your student understands the meaning of "tall," you can use a picture with people of varying heights and ask "Is she tall?" "Is he tall?", etc. If your student answers correctly, she understands the vocabulary.

LISTENING...SPEAKING...READING...WRITING

In ESL we develop skills in four areas. Listening and speaking skills are the most important areas for your student. The skill areas are usually developed in the same order that we normally learn language:



In the typical order of skill development, your learner first hears the word "address," then says "address," and reads it before she writes "address." Listening activities should be emphasized with a beginning level student. When you have your student repeat what you say, you're requiring both listening and speaking skills. A learner will not produce sounds that she can't hear, so you need to develop her ability to discriminate between sounds. (There are specific listening exercises in the Activities section you can use.) For a learner with few literacy skills, the tutor usually concentrates on her listening and speaking skills and teaches forming letters before working much on reading skills. Writing exercises should be a review for your student: she *only* writes after she has heard and practiced speaking those words many times.

How much time should you spend on each skill area? We suggest you give about 80% of your time to activities in listening and speaking and about 20% to reading and writing. So in an one-hour session, you'd spend about 50 minutes on listening and speaking activities and use about 10 minutes for reading and writing. Some reading and writing activities

can be assigned as homework, such as practice in forming letters, copying sight words, and, later on, writing stories.

All students need better listening skills, even those with sophisticated reading skills. Tutoring may provide the only regular opportunity for your student to practice oral English.

PART II

LESSON PLANNING

DO I HAVE TO MAKE A LESSON PLAN?

We all know that making lesson plans isn't much fun!! On the other hand, "winging it" in class each week doesn't feel very good either. We can't make lesson planning fun for you, but we have tried to make it short and simple. If you think you can afford about ten minutes to plan each lesson, keep reading! Try it a few times--you'll find it makes a big difference.

You'll need a loose leaf notebook. Write your lesson plans on the left hand page and use the right hand page to jot down notes during the class. You might note your student's repeated errors, new things that come up, what needs reviewing, etc. This notebook will become a record of your tutoring sessions and will make planning future lessons easier.

We have included a Lesson Plan Form at the end of this section. It lays out a basic one hour class. Here's how to go about filling in the blanks:

1 The first step is deciding what you want to teach--choosing the learning points. If you follow one of the recommended texts (see page 13), this step will basically be done for you. We have chosen these texts because they present material that is useful and necessary for refugees. The material is broken down into realistic learning points which are presented in a sequential order.

While the books will provide the learning points, they won't tell you how much you can cover in any one lesson. You will need to choose one or two learning points for your lesson. Choose something that you can realistically introduce and practice in fifteen minutes. For example, if your lesson is on shopping for clothes, will you focus on prices, bargains, sizes, trying-on-clothes or types of stores? It's too much to cover all at once (unless your student already knows it) so you need to limit your lesson plan to one or two of these learning points.

Some of the recommended books include lesson objectives. An objective simply states what you want the student to be able to *do* for each learning point. For example, "She will be able to read and recognize S, M and L clothing labels and know her own size". Objectives are useful but not required. They help focus the class on one learning point and can keep you from getting sidetracked. If you decide to write your objectives, make sure they state what you want the student to *do* or *say* rather than what you want the student to *know*. It's difficult to determine if a student "knows" S, M, & L, but it will be clear if she can (or can't) read the labels or identify them.

2 After you have determined your learning points, select some activities to introduce and practice each one. You can refer to the Practice Makes Perfect and Activities sections of this handbook for ideas and specific suggestions. It's a good idea to plan extra activities, just in case your student learns quickly or one activity doesn't work well.

3 Every lesson should have about 10 minutes of review. Once you've decided upon learning points and practice activities, choose which items you wish to review. For tips on reviewing, see REVIEW.

Although you will be working on pronunciation throughout the lesson, each lesson should include a 5 minute systematic pronunciation drill. Choose specific sounds to drill from prepared exercises or from your list of repeated errors. For more ideas on pronunciation, see page 32.

4 Next, select a warm-up exercise. This is a short activity to orient you and your student to the class setting. Choose an activity that is familiar and easy for your student. You want to relax your student and perhaps loosen her tongue a little to begin speaking English. Corrections, in a warm-up, should be casual and minimal.

5 Many students don't want to take breaks. However, tutoring sessions can be exhausting for both the tutor and the student so we recommend taking a short break. The handbook includes some suggestions for break activities that allow the student to continue learning while you both relax a little and enjoy a change of pace. At break time, be informal and avoid much correction of her language.

6 Although it doesn't always work (even for experienced teachers and trainers!), it's nice to end your class on a relaxed note rather than racing through the last 5 minutes to beat the clock. We have listed some short closing activities later in the handbook.

We have also completed one Lesson Plan Form to show you how we might go about using it. We hope this helps and encourages you to plan your lessons. Learning a language is a building process. You must build on what the student knows piece by piece. Since students learn at different paces and in different styles, it's important to plan not only what you will teach, but the order and the techniques and activities you will use.

DATE:

ONE HOUR LESSON PLAN

OBJECTIVES

Time		Materials needed
5	WARM-UP	
10	REVIEW 1. 2.	
15	LEARNING POINT ACTIVITIES 1. 2. 3.	
10	BREAK	
5	PRONUNCIATION EXERCISE	
10	LEARNING POINT ACTIVITIES 1. 2. 3.	
5	CLOSING	

ONE HOUR LESSON PLAN

OBJECTIVES 1) The student can use the terms "leaking," "broken" and "doesn't work."
2) The student can call the manager and complain about common household problems.

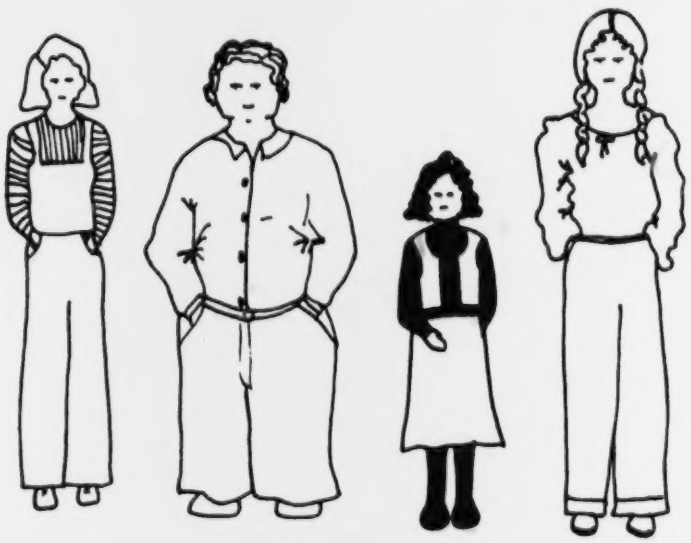
Time		Materials needed
5	WARM-UP weather, seasons	Picture file
10	REVIEW 1. household items 2. dialogue reporting an emergency	realia or pictures telephone
15	LEARNING POINT "leaking" "broken" "doesn't work" ACTIVITIES 1. Pictures for conversation 2. Response Drill - What is it? - What's the matter? [if time] 3. Dialogue 186	A New Start Student book 186
10	BREAK demonstrate replacing washer in hot water knob	screwdriver wrench washer
5	PRONUNCIATION EXERCISE final s (with k) (walks, (leaks, (fix, box	
10	LEARNING POINT reporting a problem ACTIVITIES 1. Dialogue 186 2. reverse roles 3. Substitution dialogue	picture cues - A New Start 186
5	CLOSING telephone number dictation	

REVIEW...REVIEW...REVIEW....

Except for your first lesson, every lesson should begin with some type of review. This is because the material you introduced the day or lesson before needs to be reviewed again if you want your student to retain it. Review is extremely important in all levels of learning. Without constant review and use of language, a student will forget. Also, review gives the student confidence. She is made aware that she has indeed learned "English."

When you teach something new, you will practice it with drills, pictures, objects, dialogues or whatever it takes to learn it. When you meet your student for the next lesson, you need to "repractice" or review the material you previously taught. You may have to review that same material 2 or 3 lessons more before you think the student has "got it."

The secret to reviewing is choosing ways to go over something you've introduced and practiced before *in a different way*. One volunteer, for example, introduced adjectives or describing words (tall, short, fat, thin) in her lesson by using her student's family members and herself to demonstrate the concepts (she even stuffed her own clothes to become "fat"). She then used drills to practice saying the various sentences: "Lu is short." "Pi is thin." "The teacher is fat." "Rem Chhong is tall." She then used question/answers to continue practicing: "Is Lu fat? No, she is thin." In her next lesson, to review, she used pictures of people with the characteristics she'd taught before. She worked on these a while using basically the same drill and question/answer techniques. Later, adding extra pictures, she taught 2 or 3 new describing words. In this way, she not only reviewed but easily introduced new material without breaking up her lesson.



Review takes a lot of imagination. The key is to try to use your materials in different ways. By reusing your materials, you will be assured that students will be familiar with the basic vocabulary. Remember, too, that you don't want reviews to drag. Keep review activities brief and quick paced.

In the Activities Section of this handbook, you'll find several ways to practice material. Many of these activities can be used for review as well.

GETTING ACROSS A NEW LEARNING POINT

Presenting or introducing a new learning point means you are teaching your student something she has not previously learned. This can be new vocabulary, a new question form or a new verb tense, etc.

How do you approach a new learning point? Generally, there are 3 basic steps you can follow:

DEMONSTRATE	1. Student listens and watches while the teacher demonstrates the new learning point.
CHECK	2. Teacher checks to make sure the student understands.
REPEAT	3. Student repeats the new learning point several times.

Let's take a look at each one of these areas in an actual lesson.

Demonstrate

You have decided to teach the following:

- What's the matter?

- I'm sick.

To show the meaning, pick out the most important word, "sick", and, rather than explain, try to get its meaning across by acting. One way is to moan and groan, perhaps lie down or hobble around the room repeating "sick" several times. Next, you might show 3 pictures, 2 of which are obviously sick people. Point to each sick person and repeat "sick" and moan and groan again.

Check

The third picture of a well person can be used to check and see if the student understands "sick". Pointing to the 3rd picture, ask, "sick?" raising your voice to make a question. Your student should say "no" or shake her head, indicating she understands "sick". Another way to check would be to point to the student and ask, "sick?" If she says no, your student probably understands.

Repeat

When you feel the meaning of the basic work "sick" is clear in your student's mind, put it in context and have the student repeat. While you will discover other effective methods to do this, the following page demonstrates a simple sequence we use to build up to both the statement ("I'm sick.") and the question ("What's the matter?").

In higher levels, the principle of presenting are the same. You won't have to break sentences down to one word items necessarily, but you will still try to demonstrate something in its simplest form. The idea of going from the known to the unknown or the simple to the complex applies. Students know a great deal more language at higher levels so you can often use a lot more language to show meaning. Below is one way to present the past tense.

Demonstrate

Use three pictures. Each picture shows a daily action. You've used these pictures to teach present tense verbs before (walk, wash, cook). Ask students about the pictures to get the following answers.

#1 She washes the dishes every day.

#2 She always cooks dinner.

#3 He walks to school.

Contrast the habitual meaning of the above tense with the idea of the past:

T- What's today?

S- Monday

T- What was yesterday?

S- Sunday

T- (picture #1) She washes the dishes every day.

Yesterday was Sunday.

She washed the dishes yesterday.

(You can write this if your student is literate.)

Check

Put 2 flashcards marked *washes* and *washed* in front of your student.

T- Show me "every day."

S- Show me "yesterday."

Repeat

T- Washed

S- Washed

T- She washed the dishes yesterday.

S- She washed the dishes yesterday.

T- What did she do yesterday?

S- She washed the dishes yesterday.

T- Answer. What did she do yesterday?

S- She washed the dishes yesterday.

Continue in the same way with the other 2 pictures.

Now your student understands and can form the words in context. The three steps: demonstrate, check and repeat, took about 5 minutes in both example lessons. Other learning points might take a little longer, but generally the process is quick. *Now* you're ready to begin practicing.

According to your student's learning pace, she progresses sequentially through these steps:

LISTEN

T- (demonstrates and models the new language)

REPEAT

1. Basic word

   T- Sick
   S- (repeats) Sick

2. Statement

   T- I'm sick.
   S- (repeats) I'm sick.

RESPOND

3. T- What's the matter?
   (cue: I'm.....)
   S- I'm sick.

INITIATE

You know the lesson is learned when the student can use the language without the cues you have used before.

4. S- Teacher, no English today. I'm sick.

To ensure your student can initiate the language takes much PRACTICE.....

PRACTICE MAKES PERFECT

Practicing what you've introduced will take up the bulk of your teaching time. The purpose of practice is to get your student to feel comfortable using the English she has learned in actual situations. If you want to learn to ride a bicycle, reading about it doesn't give you the skill to get up and balance. Answering questions on a written test doesn't guarantee your ability to control your bike, either. You wouldn't have much confidence if someone told you how to ride a bike, plopped you on top of one and expected you to enter a race! You need to do it. To perfect it, you need to practice.

Practice activities follow on the heels of presenting new material. Every time you present something new, your student needs to practice using it. If you recall, there are four skill areas--listening, speaking, reading and writing. To practice, we can use all four but our emphasis will be on the first two. This is because verbal communication is our primary concern. Reading and writing in themselves are useful skills but in terms of practice, we use them primarily to reinforce what is learned.

Practice can take many forms--a drill, questions and answers, learning a dialogue, describing pictures, making up stories, a dictation--even a game is practice. The more variety you offer, the more situations your student will have for practicing the language. Merely drilling or writing sentences on a piece of paper is not very productive and quite boring after a time.

There are two aims to strive for in good practice activities: make practice situations as real as possible and incorporate a lot of repetition.

In doing a practice activity, try these steps:

1. Set up
2. Repeat
3. Initiate

Setting up an activity is more than just getting your visual aids ready for class. You must also prepare your student for the activity. Your student needs to be led up to what she is going to do. If you use a picture, for example, go over the vocabulary before you use it for practicing. If you're playing a game, demonstrate the procedure or rules carefully before you begin. These are all ways to "set up."

Repeating the new learning point over and over gets boring. The trick is to get a student to repeat without realizing she is saying the same thing again and again. There are more ways to get a student to repeat than drills. The activities section of this handbook will give you some additional ideas.

The last stage of practice involves having the student take over by doing most of the speaking. In questions and answers, this means the student is asking and you are answering. With pictures, the student is using what she has learned in order to describe or ask questions. With objects, the student can give statements for each or ask you questions. In game situations, the student can be the director and you the player.

The idea is to shift the ratio of talk from the teacher to the student. Often what occurs is an opening up--that is, the student uses all the language she has learned up to this point and even some language you are unaware she has. This is ultimately your aim--to get your student to use the language and to use it in the "real" world to meet her real needs.

PRONUNCIATION

PURPOSE: To develop English pronunciation skills, including skills of articulation, stress and intonation.

WHERE TO START: It is helpful to MAKE A TARGET LIST OF PROBLEM SOUNDS for your students. This task is fairly easy if your students all have the same language background. If, for example, you were teaching all Vietnamese students, you could use a Center for Applied Linguistics (CAL) guide for teaching English pronunciation to Vietnamese students. CAL guides are also available for teaching native speakers of Cambodian and Laotian (see our book reference list in the appendix).
The CAL guides focus on the most difficult problems of pronunciation for speakers of each of the particular languages, and free you from the chore of individually diagnosing your students. However, as you get more practice at pronunciation work, you may wish to choose an even more effective route for developing the pronunciaton skills of your students: keeping in mind that there will always be individual differences in learning rates and difficulties (whether your students all share the same background or not) the teacher should diagnose each student individually, using a complete checklist of the sounds of English, with the sounds in all "positions" in English (positions = beginnings, middles or ends of syllables or words). A simple way to get started on an individual diagnosis/target list for each of your students is to simply jot down sounds that you think need work as you do your lessons. Use these targeted sounds as focus points in future pronunciation activities. For tutors working with speakers of languages other than Southeast Asian, there are many books and guides available in the libraries and bookstores (several are suggested in the Appendix).

Begin planning your pronunciation lesson by choosing a TARGET SOUND, such as "t", from your guide or Target List of Problem Sounds.

GUIDELINES:

A. SOUNDS which occur in English but NOT IN THE STUDENT'S NATIVE LANGUAGE NEED THE MOST WORK. Sounds which occur in both languages but in different positions usually need some work. Sounds which occur in both languages and in similar positions need the least work.

B. The student must be able to DISCRIMINATE between two similar sounds BEFORE she should be expected to PRODUCE both sounds correctly.

C. COMPREHENSION IS NOT AN OBJECTIVE in pronunciation work, so it is not necessary to explain each new word or sentence to your students. To avoid initial confusion, explain that you are working on the sounds of English (not grammar or semantics).

D. PRACTICE SOUNDS IN ALL POSITIONS that they normally occur (in syllables or words).

GUIDELINES, continued:

E. PRACTICE SOUNDS WITHIN A CONTEXT (i.e. use sounds in words, phrases and sentences)--it does NOT help to practice sounds IN ISOLATION since we do not speak that way.

F. BE CONSISTENT--STICK TO YOUR TARGET. If you discover other pronunciation problems during your lesson, simply make note of them on your lesson plan and deal with them specifically in a future lesson.

G. AIM FOR MUTUAL UNDERSTANDING, not perfection. You will rarely find a foreign born person who speaks English without some kind of accent.

H. To prepare your students for everyday conversations in real life situations, SPEAK NORMALLY, using your regular speaking voice, your usual rate of speech, and your normal tone of voice.

I. When working with pronunciation repetition drills, BREAK UP THE MONOTONY BY VARYING THE PACE. This may seem to contradict the "H" guideline, above, but the intent here is to quicken the pace of the drill and change it once in a while, so that the student experiences more realistic conversational styles and so that the student (or the teacher) doesn't get bored in the process.

J. USE GRAMMAR ACTIVITIES TO REINFORCE YOUR PRONUNCIATION WORK, and vice-versa. (For example, in the same lesson you could work on the past tense grammatical structures and the past tense sounds 't', 'd' and 'ed'.)

DRILLS: All pronunciation DRILLS suggested below SHOULD take about FIVE TO TEN MINUTES of your lesson. The drills listed here represent some of the different kinds of useful activities that you could use to develop your student's pronunciation skills. Please consult some of the texts recommended in the Appendix for further information.

Pick one or two of the drill types for one day's lesson, find these drills in your CAL guide or pronunciation text and assemble them for your lesson. Do not make a copy for your students (and do not let them see your list.) For all of the drills, remember the teaching sequence: LISTEN - REPEAT - RESPOND - INITIATE. Specifically, for each new word, word-pair, phrase or sentence that you wish to work on with your student, say the expression twice, and have your student repeat once after the second time. Do again for some difficult sounds.

How do you know if your student has truly learned a new sound? When your student can use a target sound in words that have not been practiced (i.e., when the student can freely initiate the sound, as well as discriminate the target sounds from other similar sounds), you should consider that the sound (or pattern) has been learned.

MINIMAL PAIR DRILLS: "Minimal Pairs" are pairs of words which differ from one another in only one sound(as in "punk/bunk", "think/thank", etc.). Minimal pair drills develop hearing discrimination between similar sounds and their correct articulations. Choose a sound from your student's Target List of Problem Sounds. Prepare your lesson by assembling two or three lists of contrasts which contain the target sound. Speak each word-pair from your list aloud twice, then ask your student to repeat the pair once. After you have practiced the pairs in this way, try alternative ways to practice the sounds (for example, practice sounds in each of the columns--rather than working on contrasts you would then be working on continuity--as in "done, die, do...").

Examples (shortened) of four different minimal pair lists, with a Target Sound of "t":

"done/ton	"bad/bat	"thank/tank	"bath/bat
die/tie	bead/beat	thigh/tie	both/boat
do/to"	rude/roost	thin/tin	tooth/toot"

TONGUE TWISTER DRILLS: After practicing a target sound in minimal pair drills, it is useful to reinforce the target sounds with some fluency drills. These drills involve using sentences with words which mostly start with the same sound, as in "Susan sells seashells down by the seashore for sixty cents." Using your Target Sound, practice fluency by using the sound in tongue twisters. Though some texts contain these tongue twister drills (often called alliteration), you may find it's easy and fun to write your own drill examples to fit your particular needs. Follow the same format of repeat twice, elicit a single student response. Mix and match the target sounds and other similar sounds.
Examples of Tongue Twister Drills, with a Target Sound of "t":

"Thanh, I think it's time for tea."

"Tell me when it's ten after two."

"The tall teacher told the team to take off."

STRESS DRILLS: One of the biggest problems of pronunciation involves errors in the timing and rhythm of English. Stress Drills can be employed to help the student overcome these problems.

In English, content words (nouns, verbs, adjectives and adverbs) have stress, but function words (prepositions, articles, etc.) do not usually have stress. Listed below are three different kinds of Stress Drills.

A. SIMPLE STRESS DRILLS (practice in learning distinctions between unstressed function words and stressed content words). Say each example twice, have student respond once (and add your own examples).

the hút	to my frìend	the cár
some móney	would have góne	the bíg cár

B. "MEANINGFUL" STRESS: Some words such as "suspect" or "contest" are identified as nouns OR verbs, depending on whether the first syllable is stressed (nouns) or if the second syllable is stressed (verbs). The student will need some practice in hearing and producing these and other multi-syllable words, concentrating on distinguishing between stressed and unstressed syllables. As always, say each pair of words twice, have student repeat once. Do more than once if necessary, or return to it later.

Example Word Pairs:

"cóntest/contést" "rébel/rebél" "súspect/suspéct" "cóntract/contráct"
(There are a great many other words like this--as you discover them, integrate them into your lessons.)

For upper level work, have students use the words in sentences--once as a noun and once as a verb--you are thus checking for stress usage AND meaning comprehension.

Sentence Examples (elicit from students):

"I suspéct that you are tired. The súspect is tired."

C. SYLLABLE STRESS DRILLS: Some syllables in English are stressed, and some are not. Students of English need work practicing these two types of syllables in as many combinations as possible, and they also need practice speaking in phrases (see Phrase Drills, below). Listed below are examples of simple sentences and phrases that all have the same kind of "sound" to them. They in fact have the same arrangements of stressed and unstressed syllables. These arrangements of syllables (and the hundreds of others you discover) are useful patterns to teach.

Syllable Stress Pattern Examples (these are three syllable examples):

Pattern 1: weak-strong-weak	Pattern 2: weak-strong-strong
"this evening"	"Can we help?"
"Prepare it."	"Bring it here."
"We saw them."	"It's for tea."

PHRASE DRILLS: Phrasing is very important for students learning to communicate effectively in English. We use phrases to help tie words together in our mind, we speak in phrases and sentences, and many intonation patterns are determined by phrases. Building up an intuitive sense of English phrasing is probably the single most important thing a teacher can do to improve his student's pronunciation in English. Phrases package words together in useful easy-to-remember chunks.

In English, the main words of each phrase are usually the last words of each phrase--usually a noun or a verb. Thus, in English, CONTENT words are at the ends of phrases, and FUNCTION words go before them (see Stress Drills introduction). Since Function words are usually not stressed, and Content words usually are, the pattern of English phrases is from weak syllables to strong syllables. Not all languages work this way, so it is another aspect of pronunciation that is useful for your student. Backward Build Up Drills are useful for developing phrasing skills.

BACKWARD BUILD UP DRILLS: Also referred to as "Expansion Drills", these phrasing drills start with content words (at the ends of phrases and sentences). These content words are then preceded by words which modify them (first adjectives and adverbs, then preceding these with determiners and prepositions, etc.). Building up one phrase at a time, say each form twice and have student repeat once, for each added word.

Backwards Build Up Examples:

"boy"	"going"	"store"
"little boy"	"is going"	"big store"
"crying little boy"	"is not going"	"the big store"
"the crying little boy"	"is not going"	"to the big store"

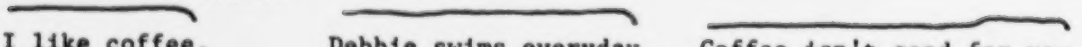
"The crying little boy is not going to the big store."

For upper level students, you may wish to practice the interchangeability of English phrases especially time related expressions such as "Once in a while I like to go to the park," and "I like to go to the park once in a while." Also, grammatical work using substitution drills (see Activities section) and other pattern drills do reinforce phrasing skills, since they involve repetition of grammatical stuctures, usually allowing for single word substitutions, as in: (teacher's cue) "Thanh likes music." (Student repeats) "Thanh likes music." (teacher's cue) "liked" (Student responds) "Thanh liked music." And so forth.

COMMON INTONATION PATTERNS: Intonation patterns help you to identify whether a spoken sentence is a question (usually rising intonation), a statement (level or falling intonation), a command (level, stressed pattern), and so forth. Most pronunciation texts include contour lines, dots, numbers or other symbols to indicate these different types of intonation contours. However, you can ignore these marks entirely if you wish, you need simply follow the guidelines listed in this section, saying your sentence examples normally, as if you were speaking to someone in a conversation. The fact that you are a fluent speaker of English will allow you to do effective intonation work simply by using prepared lists and speaking naturally.

Common Intonation Pattern Examples:

Statement Contours:



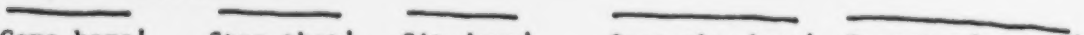
I like coffee. Debbie swims everyday. Coffee isn't good for you.

Question Contours:

Where is the hut? Who wants to go with me? Why didn't you come?

It's cold, isn't it? She's tired, isn't she?

Command Contours:



Come here! Stop that! Sit down! Open the door! Repeat after me!

There are many more intonation pattern types, but most pronunciation texts cover these in adequate detail.

WARM-UP...BREAK...CLOSING ACTIVITIES

These are the less structured parts of your lesson. Both of you can relax during an informal opening or a change-of-pace activity. Here are some ideas to start you thinking about what your special student and you might enjoy.

Warm-up

Review greeting (Hello. How are you? etc.).

Practice variations on greetings (What's new? How's your family?)

Exchange compliments (You look nice today. I like that dress.)

Discuss the weather.

Ask questions about her daily activities.

Have her describe a familiar picture or action.

Ask her about "yesterday." (Did you come to school?, etc.)

Review the days of the week, months or seasons.

Give a short, familiar dictation or pronunciation drill.

Break

Take a walk around the block, backyard or house. Point out new objects or have the student ask about unfamiliar things.

Have coffee or tea. Talk about food preferences.

Bring some new or typically American food for your student to try. (Don't be offended if she doesn't like it though.)

Bring pictures of your family to show her. Tell her a little about yourself.

Have your student teach you a few words or numbers in her native language or show pictures from her native country.

Play a simple game like dominoes, tic tac toe or cards.

Get up and stretch. Do some exercises.

Break, cont.

Teach your student a specific activity like knitting, carving, sewing or carpentry. Bring in something you have made and tell about it. Ask about your student's interests and hobbies. You may find you have a common interest.

Bring in brochures, fliers and ads about sales, clinics, sports events, etc. Try to acquaint your student with her city and neighborhood.

Bring in some unusual household objects (screwdriver, can opener, paper clips, etc.) and demonstrate their use.

Bring in some pictures and talk about them.

Watch a little TV or listen to music.

Talk about idioms that you or the student have noticed during the week.

Tell a joke, riddle or fable. Have your student tell a proverb or joke from her country.

Closing activities

Sing a familiar song or play a game.

Review briefly material covered that day.

Give a writing exercise to supplement the day's oral activities.

Practice gestures and idioms.

Try variations on farewells.

Discuss some event or place of interest.

Ask "What will we do next time?"

Have students write in their journals.

IS MY STUDENT MAKING PROGRESS?

One of the more difficult aspects of being a volunteer tutor is knowing how much progress your student has made. Sometimes it feels as if your student isn't making any progress at all. Usually this is not the case. You can judge progress a little better by first understanding where your student began.

In this handbook, we have placed students into two levels: "Survival" and "Beyond Survival." Naturally, there are several levels within these two categories as well. An informal way to evaluate your student's progress is to sit down with the checklist we've provided and decide what your student can or can't do. Make your judgments after you've taught your student 2 or 3 times. After about a 3 month period, go back to the same checklist and see how many answers from the "can't" column have changed to the "can" column. In this way, you can gauge your student's progress and you can also tell when a "Survival" student becomes a "Beyond Survival" student.

What exactly is a "Survival" or "Beyond Survival" student? The list of things a student can or can't do will give you some ideas, but there are also some general characteristics you can keep in mind.

A profile of a "Survival" student might include the following:

- Speaks in very short sentences and uses a minimum of vocabulary and structures
- Generally, but not always, is not confident with the new language and, therefore, does not enter into a new situation independently. For instance, you may teach your student to buy a stamp in the post office but unless you go with her, she will probably not go on her own.
- Is reluctant to ask about points she doesn't understand. Often this student will let something go by rather than risk making mistakes.
- Usually feels more secure in group situations and activities. This can be true for any student who is basically shy, but we find that lower-level students seem to feel more comfortable when a friend or someone else is present.

A "Beyond Survival" student is portrayed as someone who:

- Speaks with a variety of vocabulary and structures.
- Goes into new situations independently. Unlike the "Survival" student, this person is usually more confident. Even though she may go with another person to the store, for example, she will be the one who takes the risks and acts as the spokesperson.
- Asks for information or for something she needs without prompting. Of course, a forward student at any level may do this, but generally someone with more language skills is more likely to take this step.

CHECKLIST

Survival level student

	Can	Can't
Greet someone and respond to a greeting	____	____
Ask and answer questions about personal information (name, origin, age, birthdate, address, phone, marital status, no. of children)	____	____
Say good-bye and respond to farewells	____	____
Ask and answer simple questions that begin with: Is, Are, Who, What, What time, and Where	____	____
Follow simple directions (Copy, repeat, listen, ask, etc.)	____	____
Express lack of understanding (I don't know; I don't understand)	____	____
Count to 100	____	____
Tell time	____	____
Identify money	____	____
Count money	____	____
Know the rooms and furniture in a house	____	____
Dial a number written on a piece of paper	____	____
Name common foods (fruits, veg's, meats, drinks, staples)	____	____
Express preferences (I like, I don't like)	____	____
Name clothes items	____	____
Identify common illnesses	____	____
Shop in a supermarket	____	____
Follow classroom routine	____	____

Literacy for a survival level student

	Can	Can't
Write name, address, phone number, age	____	____
Write numbers 1-100	____	____
Print the alphabet	____	____
Read simple signs (restroom, men, women, etc.)	____	____
Read prices	____	____

Beyond survival level student

Talk about or describe self and family members	____	____
Ask for clarification: What does ___mean? Should I__? Do I __?	____	____
Follow 2-3 directions given at one time (Go to the bookcase, get the green book and turn to page 9)	____	____
Use variations of time expressions (11:45; 15 to 12; quarter to 12)	____	____
Add, subtract, multiply and divide numbers	____	____
Buy a list of items in stores by oneself	____	____
Take a bus by oneself	____	____
Buy a stamp and mail a letter by oneself	____	____
Use a pay phone by oneself	____	____
Ask for change by oneself	____	____
Order and pay for food in a restaurant	____	____

	Can	Can't
Give directions	____	____
Translate for another student	____	____
Make a complaint (to teacher, landlord, store manager)	____	____
Make an appointment	____	____
Call to cancel or change a meeting	____	____
Cash a check	____	____

Literacy for a beyond survival student

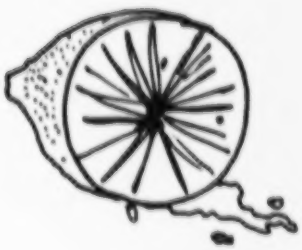
Write a letter or card in English & address the envelope	____	____
Read a calendar and write dates	____	____
Write down a phone message	____	____
Find a name in the phone book	____	____
Pay bills	____	____
Fill out a job application	____	____

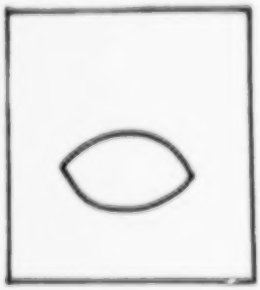
PART III

MATERIALS, TECHNIQUES and PROJECTS

VISUAL AIDS

When teaching the meaning of "sour" to your student, you could make faces and wrinkle your nose, however, she might just think you have indigestion. But, if you brought in a lemon and some sugar (as a contrast) and did the same thing and let the student *experience* "sour" as well, you'd be sure to get your idea across. A lemon is real--it is something we can see, touch, smell and certainly taste. A plastic lemon can also be used in this situation but, of course, it isn't real and therefore not quite as good. A picture of a lemon, unlike the real or plastic lemon, is only two dimensional and not always in color. Your student will have to learn to recognize picture or diagram representations of real things eventually. Decide what is most appropriate to the level of your student. Try to use real things first, then models and finally pictures and sketches. All of these are visual aids--things that improve your explanations and help your student understand. Visual aids bring clarity and meaning to a lesson as well as a bit of fun.





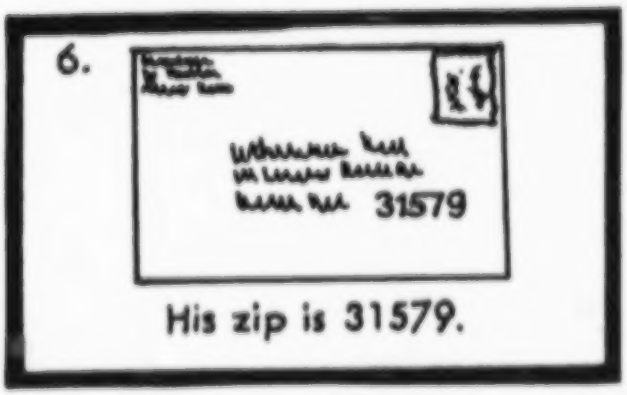
On the next page are listed some common visual aids that will be useful for introducing, practicing and reviewing new learning points. Many of these items can be purchased commercially, but more often you can find them in your attic or at thrift shops and garage sales.

A PICTURE IS WORTH A....

Pictures are some of the most useful and versatile visual aids you'll use in teaching. However, whether you use pictures from textbooks, magazines or commercial ESL materials, not all pictures are good and will suit your needs.

What is an effective picture? Keep your learning point in mind when you choose a picture. Make sure it is very clear and not open to interpretation. A simple black and white drawing of an orange, for example, could also look like a grapefruit. A little girl crying could mean she's hurt or could mean she's sad. If a picture is unclear to you, it will certainly be unclear to your student.

The best pictures are simple ones in color with no writing and with a limited number of objects. Photos are usually not good because they tend to include too many objects and no one item clearly stands out. Simple drawings you make can also be good under the same rules. Below is a sample of a good and bad picture. What do you think makes the bad picture ineffective?



PICTURE FILE

Since pictures play such an important role in teaching ESL, almost every teacher utilizes a picture file. Pictures can be gathered from magazines, catalogs or old books you no longer want, cut and pasted on construction paper and used again and again.

When searching for good pictures, it helps to have a list of some of the categories of items and grammar points you'll be teaching. Below are some category ideas you may find helpful when searching for pictures.

actions
adjectives and contrasts
animals
body parts
calendar
cleaning items
clothes
colors
family
food
furniture
health
holidays
household appliances
locations (bank, market, etc.)
maps
places (rooms, porch, etc.)
jobs
recreation
safety
signs
telephone
time
tools
weather/seasons

HOW TO ASK QUESTIONS

One way to practice a new learning point is to use the question/answer technique. This is a good technique because it can be used with objects, pictures, stories, dialogues or just about anything you use in your lesson.

There is an art to this technique. Let's say, for instance, you were introducing a picture which shows a man on a ladder carrying a hammer. If you ask your student, "What's he doing?" there are a number of possible answers she could give: "He's going up the ladder." "He's carrying a hammer." "He's going down the ladder." "He's climbing the ladder." When the purpose of asking your student a question is to lead her to a specific answer, you must carefully frame your question. And even then be flexible enough to accept an unexpected response.

"Yes/no" questions (Does he have a hammer?) are easy for your student because she only has to produce a yes or no, but you cannot always be sure a right answer shows understanding. "Wh--" questions can be more difficult (What is that?) because your student has to dredge words out of her memory (hammer, ladder, etc). "Where" questions ask for a phrase (in his hand, on the ladder, etc.) when pointing doesn't suffice. "Why" questions require lots of language skill. Make sure your student is introduced to the necessary pieces of language before you ask these questions.

Building a series of well framed questions is not easy at first, but you can soon develop a comfortable pattern.

1. First ask short answer questions (What's that?) to review vocabulary.

2. Ask the students to describe the greater context (Where is this? What is a hammer used for? etc.).

3. Then you can continue with the student's experience (Do you have any tools? What do you do with them?).

4. For more advanced students, try to discover some cross-cultural information (Is being a carpenter a good job in your country? Do people fix things themselves or hire special workmen in your country?).

5. You may also have a chance to develop this conversation into personal problem solving and opinion sharing. (How can I learn to fix things?)

All this can come from a simple picture, bringing real tools or from the student's need to hang curtains!

Special Considerations: Be aware of how much the student relies on the cues in the question and your body language to respond appropriately. Turn the tables occasionally. For example, smile or nod when the correct answer is no, or tap your watch when you ask a What-- question to test her real comprehension. Also, <u>do not consistently assume the role of questioner</u>. In real life, it is the student who will have to formulate questions to get the information she needs.

TOTAL PHYSICAL RESPONSE (TPR)

"I hear and I forget. I see and I understand. I do and I remember..."

A popular and effective approach to teaching language, especially for low level students, is a method called Total Physical Response. The language of TPR, like the language of childhood, is in the imperative form. Imperatives or commands can involve your student in the learning process in a very nonthreatening way. Unlike methods which require students to verbally produce the language immediately, TPR asks the student to understand and show comprehension by responding to a command with an action.

The TPR method is simple to use. Choose a focus that you want to work on and gather any props or visuals that you might need. Remember that TPR is essentially a listening activity. You will need the full attention of your student, so instruct her to watch carefully.

If your student is low-level, you will need to demonstrate your commands before you expect your student to respond. For example:

Point to the ceiling.
Point to the carpet.
Point to the counter.

Your student needs to understand "point to" along with the vocabulary. Once she sees you <u>doing</u> the action with the command, she will begin to understand. Give a similar command and wait for her response. You may have to physically help her at first to give her the idea of what you want her to do. Add new vocabulary slowly along with new commands: point to, show me, touch, etc. Soon you can mix them with familiar vocabulary:

Point to the ceiling.
Good, now show me the carpet.
Where's the counter? (she can point)

Continually review and integrate material you have done previously. After several sessions, you will discover your student understands a great deal of language.

For higher level students, you can make your commands longer and more complicated:

Go to the window that's next to the door.
If it's open, close it.

TPR can be a clear comprehension check which shows you that your student understands new vocabulary and structure:

Show me the <u>green</u> pencil.
Now show me the <u>blue</u> pencil.

TPR can be used to introduce, practice or review language:

Put the pencil in the book.
Put the pencil under the book.

By combining 2 or 3 commands, TPR can prepare your student for job situations and training programs:

Go get the large bucket and fill it with water.

And finally, TPR naturally expands into situations where your student gives you commands. From this exercise, she will not only practice using English in a meaningful way, but gain confidence. If you have a group of students, TPR can be a fun and stimulating way to warm up, pick up the pace of your lesson or just get your students to focus on language by giving one another commands.

For more information about TPR and ways to use it, see Sources and Supplements for Teachers, Appendix C in our Select Bibliography.

LITERACY for the ESL STUDENT

When we, and our students, learned to speak, we first had to learn sounds, then assemble individual sounds into words, and finally learn to put these words in a certain order to make sense. Each of the three components was mastered along with the others. We learned how to do this because we had plenty of "comprehensible input." That is, we heard things that had meaning to us, so we could take that input (or at least fragments of it) and turn it around for our own use. Learning is an ever increasing spiral: we use whatever we already know to acquire more knowledge and skill.

For a student to become literate, the written word must become more than sound, must become as comprehensible as the spoken word, and writing becomes a mode of self-expression. Literacy is best acquired through a process parallel to that of spoken language acquisition. Reading is a complex process that requires the reader to integrate a variety of cues:

graphic--symbols corresponding to sounds
semantic--meanings in individual words
syntactic--arrangement of words into meaningful groups.

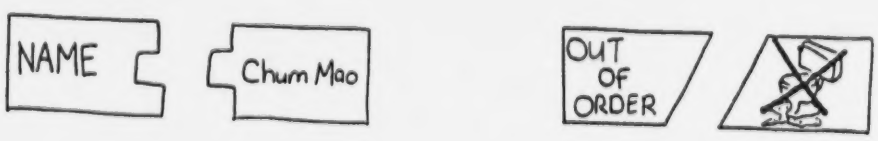
Just as with spoken language, the reader must have comprehensible input. She must be learning to read things that already have meaning, interest and relevance to her. Likewise, the student's own past experience and current knowledge of the language must be used as the foundation for building more skills.

As you introduce your student to literacy, keep in mind the idea of an interlocking puzzle--one piece has no meaning unless connected to another part. So as you teach the alphabet, embed those letters as soon as possible in the context of words that are meaningful to your student. Put those words in language structures, phrases or sentences, that your student can use in daily life. And be sure that the conversation you have and the reading the student does, whether from a textbook, passages you have written for a tutoring session or transcribed stories told by the student herself, are of direct relevance to the student's life. Teach written language which is already comprehensible to the student in the spoken form.

Sight words

Simply for survival, there are words your student needs to learn to read early on. As you learn about your student's daily life, become aware of printed words to which she must respond appropriately. She can memorize these as she memorizes oral phrases. You can "tag" these words at first with color or picture cues to aid the memorizing process.

Write the words and a symbol of their meaning on cards and make a game of matching them.



Play the "concentration" memory game. Put sight words on cards of one color, a representation on different colored cards. Place all cards face down in random order. The student turns over one card of each color, seeking a matched pair.

The alphabet: names, shapes and sounds

Begin with a song--many of us still hum a few bars of the alphabet song when we're alphabetizing things. It's a good way to ease the rote memorization required. Then students need to recognize letters as the same or different from each other. The literacy workbook your coordinator can provide has many pages devoted to letter discrimination and to copying. As a class time activity you can set out a few cards, a different letter on each, and say the names while the student selects the appropriate card. Continue with more "TPR" by saying, "Put the **c** on the **p**," "Put the **d** under the table," etc.

Remember that the idea that a letter represents a sound may develop slowly for students who are not literate in their first language. Play games with familiar words with a common initial consonant. For example, brainstorm with your student all the words she knows that begin with **b**--baby, boy, bed, buffalo, etc.

Make a chart of target letters and familiar places. As the student thinks of items, activities or attributes at each location that start with a target letter, you write the word on the chart. The student can then use the words in spoken or written sentences.

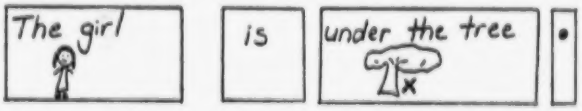
You don't always need to stick to phonetically simple words. Students can gain from work with high-interest or emotion-laden words of their choice. These words will emerge as the student describes her life experiences to you or asks you for vocabulary to describe a picture she likes. First write the new word on a card. Then the student can use it in a spoken sentence, brainstorm related words, draw a picture to illustrate it, or hang it on the wall for casual study. For further practice you can write a sentence using that word and read it aloud. The student finds and circles the target word. As you accumulate word cards, they can be shuffled and drawn for "play, requiring one of the above responses.

More practice activities

The best stories for a student to read are ones from her own experience. A section on the Language Experience Approach follows this one and describes how to elicit a story from your student. Even if the story is only one sentence or fragmentary phrases, you can use some of the following activities to check the student's reading comprehension and reinforce learning of new words. With all reading, be sure you keep the passages short enough to remember. Do plenty of oral work before the written activities. Ask the student questions, helping her re-tell the story, to ensure that she's very familiar with the language.

WORDS ON CARDS

As words and phrases come up in stories or conversation, you can write them on slips of paper. The student can match them to a picture or spoken words. Selected slips or cards can be assembled into sentences. Picture cues on the cards can help a low-level student make a sentence, get the idea of left-to-right progression in English, and begin to become familiar with everyday words in the written form.



Students at a slightly higher level can alphabetize groups of cards. As a review or warm-up activity, the student can draw a card from a pile and use what she reads in a spoken sentence or questic .

WORDS ON CHARTS

Bring a roll of butcher paper with you to tutoring sessions. As new words come up, write them on the chart, illustrated by you or the student. This can be a reference chart during ESL sessions and can be left behind as a decoration and study aid. Maybe the student's children would like to illustrate the new words by drawing or finding magazine pictures.

Try recording words in lists, by categories, on a chart. The student either points out each word as you say a sentence or says and points out words to make an original sentence.

Hoa		cleaning	the rice
Ann	is	carrying	the meat
The women	are	cooking	the house
The dog		eating	the fish

s .

FILL IN THE BLANKS

Copy the passage the student has been working on. Leave blanks for words at random or leave out specific kinds of words (nouns or verbs, etc.). The student's task is to fill in the blanks. This is a practice activity, not a test, and she should be allowed to refer to the original, complete passage. With a low-level student, you can point to each word as you read it aloud,

and she can say the missing word. Higher-level students can select the missing word from several word cards or a list of words, or just copy from the original story. At the highest level, the student can write the word from memory.

MATCHED PAIRS

This is an all-purpose, all-level game for tutoring sessions. The goal of the game is to get a matched pair from a collection of cards. You may be matching words to pictures or, to review a story, questions to answers or the first half of a sentence to the second half. The cards can be set out upside down for a "concentration" game or several pairs can be shuffled and placed before the student for sorting. If that is too complex, read one card aloud and have the student select a correct match from only two or three cards. Two students can play on their own without your help.

SENTENCE STRIPS

Once you and your student have done plenty of oral work with a story several sentences long, you can create a quick sketch to illustrate each sentence. Write each sentence on a separate slip of paper and have the student match sentence to picture. Then have her try to put the sentences in order without the picture cues. If the story has a definite sequence of events, make a sentence strip for each event and have the student put them in order.

READING SHORT PASSAGES

Now and then you might write a very short passage for your student to read, made up of words familiar to her. Have her underline every word she knows. (This is much easier on the ego than highlighting what she doesn't know.) Define and illustrate the unknown words. To check her comprehension, have the student re-tell the passage in her own words. Have her tell three things or ask three questions about the passage. Ask her to predict what might happen after this story or create a possible dialogue between characters in the story. Low-level students can draw pictures or act out portions of the story to show their comprehension. All these activities should be easier for your student than having to comprehend and form answers for questions you might make up.

LANGUAGE EXPERIENCE APPROACH (LEA) for READING

Living in America, we use reading and writing skills every day. These are survival skills for your student. Not only do you want to help her decode individual words found all around her (PUSH, DO NOT ENTER, SIGNATURE, etc.), but you'd like to help her understand sentences and paragraphs that will have a direct bearing on her everyday life (notices from school, mail, newspaper articles, etc.). What do you do once your student can recognize and print the alphabet and a limited range of words? It is difficult to find reading material that is both interesting to your adult refugee student and uses her limited range of English.

The Language Experience Approach (LEA) uses the student's own spoken English as her first "text" for reading. Because listening and speaking skills should develop before reading and writing skills, this approach emphasizes oral conversation and development of a story before it is read by the student. Your student's exact words, despite problems of style or grammar, become her first reading matter. In this way, she can make the direct connection between meaning and the written word. She will find the subject of the stories relevant and develop a pride in producing her own work.

The first step in the LEA process is to engage the student in conversation about an activity, experience or picture. The idea is to get the student talking so that she can develop a story or description using the full extent of the English she has. This is not a time for the tutor to teach a new lesson. Your student's first stories may be only three or four sentences. That's fine. Ask her basic What, Where, When, and Who questions if she needs prompting. Write down her words exactly. Do not correct grammar mistakes or awkward English. Your objective here is reading skill. You can address grammar problems at another time.

The next activity consists of the tutor reading the story aloud and the student listening to what her own words sound like while "reading" silently. If the student wants to change or add anything, record that carefully as well.

Now the two of you can use the text for several reading exercises such as underlining key words, circling all words that begin with a particular letter, cutting the story into parts and re-assembling it, asking each other questions about the story, and so forth.

Soon your student will have the story nearly memorized. She will be able to successfully read it aloud on her own. Copying certain words or the whole story will then be a meaningful exercise. Consider trying personal dictionary and journal projects as well as creating hand drawn illustrations to round out your practice with her story.

In the following months, as your student's language skill improves, she might want to return to her earlier stories and correct them herself. Also, you can provide more reading material for her by writing a summary of your longer conversations, or the two of you could collaborate on some stories and folk tales. The new vocabulary that your student needs to learn for these stories will at least be familiar concepts in her own language.

LEA is described in detail in Tales from the Homeland: Developing the Language Experience Approach, written by a volunteer tutor and former VTP trainer, Anita Bell. This resource provides additional reading material for your student and a wide variety of reading exercises to use. This and other LEA resources are listed in Appendix C.

BEFORE THE COMMUNISTS CAME

PROJECTS WITH YOUR STUDENT

A picture dictionary

This is a fun way to reinforce vocabulary and demonstrate what your student has learned. You can purchase a notebook or make one by stapling paper together. Make it look special. You student may decorate the cover and write her name on it. It is her book. For preliterate students simply have your student cut and paste pictures for new vocabulary words in the book. For beginning readers use the picture and the word. Use the dictionary in class for review. She can also practice by herself, take it home and show her family. It is a wonderful way to show your student how much she is really learning.

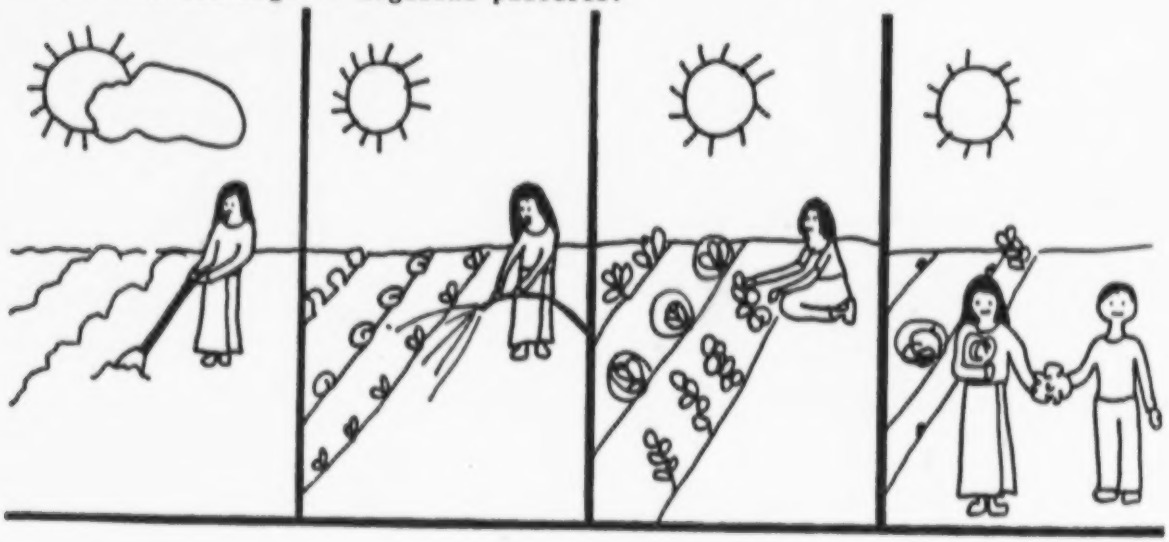
Cards and calendars

Have your student make cards for some of our holidays. She can decorate the cards with simple messages. This is a good way to teach about holiday celebrations and customs. The calendar is a more difficult and abstract concept. Think of all the new information she needs to learn about-- months, days, dates, weeks, years, and abbreviations. It will take a long time for your student to really understand and be able to use a calendar. One nice way to make it useful for her is to make a calendar with her month by month. Draw the squares for her beforehand, making them big enough to write in easily. Leave space for her to decorate it at the top. You can write in your class dates and any other appointments she has that you know about. You will be teaching her to use the calendar as well as learn about it.

Journals

How much opportunity do we really give our students to communicate outside of answering questions and repeating in drills? Is it difficult to draw students out when it's "discussion time"? Journal writing is a great way to allow students to express themselves as well as practice writing. Get your student a notebook or make one by stapling paper together. Have her decorate the cover and write her name and address in it to make it her own. Have her write in it once a week or so for about 5 minutes. Give specific assignments such as: "Describe your family. How do you feel today? Your favorite food. What did you do yesterday?" For beginning level students, ask specific questions such as "What is your name? How many children do you have? Do you come to school everyday? Is it cold today?" etc. The assignments can get less specific as the student gains confidence. Correct the journal sparingly--you want to *encourage* writing! Circle errors or write them correctly on the board and let the student correct her own. *Make only spelling or grammar corrections.* Don't alter the style, even if it sounds awkward to you.

For preliterate students you can make a picture journal. Begin with pictures of the student (perhaps her family and home). If you have a camera, each week or so you can take a picture of what you are learning. Put it in her journal and have her describe it. You can also use line drawings or magazine pictures.



Field trips

In teaching ESL, a field trip is more than just a break from the classroom routine. Your student will be learning about a new environment, new customs, and new situations as well as a new language. She will need to use her English in daily situations and a well designed field trip can help her begin to do this.

In selecting field trips, think of your student's needs and interests. Choose a trip that is useful for her. What does she need to know? Which trip might reinforce what you are studying in class? Will it be too tiring or too confusing for her? If you are teaching food, a trip to the supermarket is a good idea. A trip around the block can make directions more meaningful. Make your trips *simple and short.*

Prepare your student for the trip. Tell her about it well ahead of time. Make sure she has the necessary language and skills *before* the trip. Using pictures and props, introduce and drill the necessary vocabulary, structures and gestures. If the field trip involves speaking to other people, write a short dialogue and role play it with your student.

Plan ahead and make necessary arrangements *beforehand* so that the field trip goes smoothly. You might even ask a shopkeeper or postal employee if you can bring in your student for a field trip. Have fun!

Here are some suggestions for ESL field trips:

A bus ride
A ferry ride
A picnic, trip to
  a local park
A restaurant or
  coffee shop
A supermarket
The post office
Department of Motor
  Vehicles
  to get a driver's
  license
  to get an I.D.
A bank
  to get change
  to cash a check
A pay phone
  to call your teacher
The library
  to get a card
  to get books
Her child's school
  to talk to the teacher
The Welfare office
Food Bank
Clothing Bank
The Mall
The local zoo
An ice cream shop
A fast food restaurant
A nature hike

Furniture bank
  to fill out forms
  to fill out vouchers
  to look for items
The laundromat
  to wash clothes
A craft fair
A health clinic
  to fill out forms
  to get a check up
A dental clinic
A sports event
A fishing trip
Workplaces
  small factory
  garage
  bakery
  assembly plant
Shopping
  K-Mart
  thrift stores
  drug stores
  department stores
Your home
  to visit
  to have tea
  to practice cleaning
  to practice cooking
  to practice sewing
  to practice repairing
  to practice gardening
  to practice building

Songs

Songs can be a delightful way to work on rhythm, pronunciation and vocabulary and convey the feeling of our culture. Students love to sing and learn songs. Use the same songs repeatedly in class so your students can become familiar with them. Teach vocabulary and use pictures or props as needed. Some good songs are:

The ABC Song

Mary Has a Red Dress

This Land is Your Land

Planting Rice is Never Easy

We Wish You a Merry Christmas

Down in the Valley

Where Have All the Flowers Gone

Red River Valley

This Old Man

The Fireside Book of Folk Songs is a good resource.

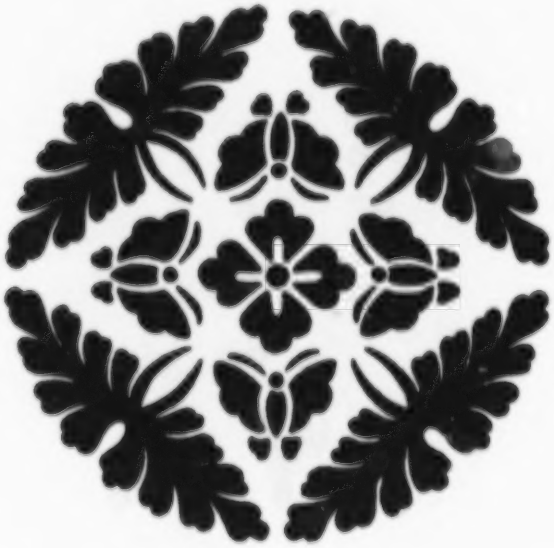
Tapes

Tape recordings have several uses. They can reinforce your learning points and they allow the student to study on her own. She can listen to vocabulary and sentences and repeat them at home. She can listen to stories, dialogues and questions, repeating or responding to the tape. If you can, have some one else make some of the tapes with a situation or some information you specify so your student gets used to different speech patterns and pronunciation. Tape only material familiar to your student from previous lessons. Try folk stories and songs from both your cultures for "pleasure" tapes.

Tapes used for pronunciation should be used only during the tutoring sessions. Students don't hear their pronunciation errors easily. To help your student listen for her pronunciation problems, try taping her responses with your own model and then play them back.

PART IV

ACTIVITIES and MORE ACTIVITIES



ACTIVITIES FOR PRACTICE

One of the more challenging things about teaching ESL is finding creative and imaginative ways to practice new vocabulary and sentence patterns. Your student will need to practice the things you have taught her over and over and over again. Many ESL students don't have the opportunity or the courage to practice English outside class so it's important to include lots of realistic practice (and review) in class. Here are some things to keep in mind when choosing practice activities:

- Give clear instructions and demonstrations for each activity. Be sure your student understands what to do before you begin.
- Recycle your activities. Once the student is confident in the procedure, use the activity to practice other things. On the other hand, have a variety of activities to keep your student alert and interested.
- Use only familiar structure and vocabulary during the activity. It's easy to overload your student with too many new things to learn.
- Try to create as real a situation as possible and use natural language. Think of situations in real life that your student might have to deal with.
- Don't lose sight of what you're practicing. If you see other problems come up, jot them down to practice later rather than try to remedy everything at once.
- Use reading and writing only briefly as reinforcement. Most students need more practice in listening and speaking skills.

REPETITION DRILLS

Purpose

To practice new or weak structures and/or vocabulary

Directions

Model a word, a phrase or a sentence and have your student repeat. Pictures can be used to reinforce the statements. Example:

Teacher/T- I'd like chicken

Student/S- I'd like chicken

T- I'd like rice

S- I'd like rice

T- I'd like tea

S- I'd like tea

Variations

- Longer lines can be broken into segments and be repeated from the end of the line. This is called backward build up. For example, given the line, "I'd like chicken," the repetition drill can be done as follows:

  T- chicken

  S- chicken

  T- like chicken

  S- like chicken

  T- I'd like chicken

  S- I'd like chicken

  Backward build up is especially suited for longer sentences which your student may have difficulty recalling.

Note

Be sure to use natural speed and intonation. Don't overemphasize words or speak too slowly. A drill should be evenly and quickly paced. For a group, have students repeat chorally first, then individually. Drills are very effective for practice and help the student gain confidence in the language. If overdone, however, they can tire or bore the student. 5 minutes is a good time limit for any type of drill.

SUBSTITUTION DRILLS

Purpose

To practice new or weak structures while varying and expanding vocabulary

Directions

Model the first statement and have your student repeat. This is really a repetition drill which serves as an introduction to the substitution drill.

Then give the substitution item as a cue. This can be done by showing a picture or by saying the word(s) or by doing both. Your student then says the entire phrase or sentence, at the same time substituting the new cue into the previously modeled sentence. To continue, produce the next cue and have the student respond with the complete statement. Example:

T- I need a blouse.
Cue: "shirt" or a picture of a shirt

S- I need a shirt.
Cue: "dress" or a picture of a dress.

S- I need a dress.

Variations

- To cue substitutions, cubes with the words (or pictures) to be substituted can be used. One word or picture is placed on each side of the cube. You or the student can throw the cube. Whatever comes up is the cue.
- Another device that is used to cue students is a chart containing a series of from 6 to 8 frames. In each frame, there is a picture or word to be used as a cue. The pictures/words can be arranged in sequence, if that is appropriate for the drill, or they can be in random order. The students then proceed through the frames one by one. Thus, the teacher is no longer saying the cue.

Note

The item substituted can be any part of the statement. Example:

T- Mary needs a blouse.
Cue: "she"

S- She needs a blouse.
Cue: "wants"

S- She wants a blouse.
Cue: "a skirt"

S- She wants a skirt.

TRANSFORMATION DRILLS

Purpose

To practice using different verb tenses and correctly

Directions

Model a sentence and have your student repeat. This is really a repetition drill which introduces the transformation drill. Then give the cue for the transformation. This can be done by 'cueing' "he" "they" or "yesterday" or pointing or gesturing. It's then the student's responsibility to not only substitute the new subject or time word, but to *change* the verb form. Pictures are a good reinforcement. Example:

T- "He is eating."

S- "He is eating."

T- Cue: "I" (or point)

S- "I am eating"

T- Cue: "You" (or point)

S- "You are eating."

Note

If you use transformation drills frequently, you can make up cue picture cards to indicate pronouns and time cues. (A night time picture can be "at night." A picture of a house, "at home," etc.)

CHAIN DRILLS

Purpose

To practice asking and answering questions and vocabulary and structures.

Directions

Begin the chain by asking one student a question. "What's your last name?" The student answers, and then that student asks another student the same question. The chain continues until all the students have asked and answered the question.

Variations

- To keep the pace quick and lively, students can toss a beanbag or ball back and forth, first asking the question, then throwing the beanbag or ball to the student they want to answer. Example:

  T- "What's your last name?"

  S1- "My last name is Vo.
  What's your last name?"

  S2- "My last name is Vang.
  What's your last name?" etc.

- Do a chain drill with statements. This practices 1st and 3rd persons rather than questions. Example:

  T- "My name is Judy and I like oranges."

  S1- "Her name is Judy and she likes oranges.
  My name is Hoa and I like rice."

  S2- "His name is Hoa and he likes rice.
  My name is Mai and I like tea."

DIALOGUES

Purpose

To practice listening and speaking skills and common conversational exchanges

Directions

Prepare a short, simple dialogue. Focus on a real situation and include only one or two new learning points. Introduce and practice the new learning points before you begin the dialogue. Present the dialogue while your student listens. Repeat it two or three times using gestures, puppets, or pictures to help indicate the roles. Ask questions about the dialogue to check for understanding. Read the dialogue line by line and have the student repeat the lines . . . take part A and have your student take part B. You begin with the first line and have her respond. Encourage her to speak up and use appropriate gestures. Repeat this until she can respond easily. Reverse roles and practice as needed. Role play the dialogue with appropriate actions. Follow up with a field trip where she can use the language in a real situation. If you have more than one student, have them practice in pairs and perform for the class. Sample dialogue:

A- "Excuse me, do you have Tylenol?"

B- "Yes, what kind?"

A- "For babies."

B- "Here it is."

A- "Thank you."

Suggestions for simple but useful dialogues:

- greetings, farewells ("Hello, how are you?")
- asking for street directions ("Excuse me, where is . . .")
- introductions of people ("Tom, I want you to meet . . .")
- simple inquiries for information ("Excuse me, can you tell me . . . ")
- buying something ("How much is . . .")
- classroom rituals ("How do you spell . . .")
- making an appointment ("I need to see the doctor . . . ")
- reporting an emergency ("I need help!")

Variations

- Have your student create her own dialogue about any given situation. Have them write it as well as perform it.
- Have the student write the dialogue on the board, line by line. As she repeats and practices the dialogue, erase words randomly. She must remember the word to continue practicing. In the end, you have only a bare skeleton and the student has memorized the dialogue.
- Dictate the dialogue and have your student write it down, or have her dictate the dialogue to you and write it on the board as you hear it. She might also point out your errors.

Notes

Use natural language and keep the dialogue short and simple. Include dialogues where the student is the initiator (see example). Remember, it's more difficult to begin the conversation than to respond. The customer or inquirer role is the most important for your student to learn.

ROLEPLAYS

Purpose

To practice speaking and listening skills by creating real-life situations in the classroom

Materials

Appropriate props

Directions

A roleplay is when a person assumes a role or part, using the language and carrying out the actions associated with that role. Props are not necessary but helpful in roleplays.

The student should be familiar with the language she is going to use in a roleplay. She can roleplay starting with a few lines of dialogue you have worked on in class. Some possible roleplays are:

- buying stamps
- asking directions
- changing the time of class
- applying for a job
- visiting a doctor or dentist
- meeting a neighbor

Give your student a role or divide a class into groups for the roles. This part can be described verbally or can be written on a card. Example:

Student 1	Student 2
You are the sponsor of a refugee.	You are a refugee. Telephone your sponsor and invite her to dinner at your home.

Each group or pair has a few minutes to practice before performing. While groups are practicing, circulate and give help where it is required. After the roleplay, note problems or additions for next time.

Variation	• Instead of being assigned roles, each pair can develop their roles based on a picture cue. Some examples are a picture of a doctor and patient or of a customer and a salesclerk at a department store.

PICTURE STORIES

Purpose

To reinforce left-to-right and top-to-bottom eye movement for beginning readers

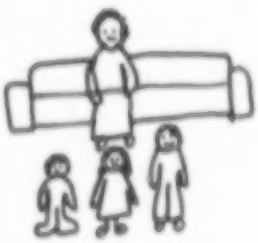
Materials

Blackboard and chalk; paper and pencil

Directions

Draw a story with a minimum of three scenes. The topic could be as common as "My Morning" or as complicated as a story describing writing and mailing a letter. The drawings should be simple and clear. Stick-figures are OK. The drawings should "read" from left-to-right and from top-to-bottom. After drawing the story, tell it and then have the students tell it back to you. While the students are retelling the story, don't correct their language, but help them when they ask for help. One student could describe one frame, another the next, and so on. Or, a class could collectively describe the story. Next, ask the student to draw her own story and then to tell it. If a student wants to know how to write some of the words, you can write them down, but don't overdo it.

I get up at 7:00.



I have three children.

We eat diner at 6:00.

SCRAMBLED PICTURES

Purpose

To practice describing a process or sequence
To promote left-to-right reading skills

Materials

Picture strips

Directions

Prepare a group of pictures, cutout, stick-figure drawings or line drawings, with one picture for each action or frame in the narrative. For example, the pictures could describe the usual sequence for writing and mailing a letter. The student then is given the set of pictures and must arrange them in the appropriate sequence.

Variations

- Show the student the sequenced set of pictures and tell a story about the pictures, limiting structure and vocabulary. The student tells the story back to you. If the student forgets some of the details or needs help with the language, you can prompt her.
- Ask the student to tell the story using different verb tenses, for example, first telling the story in the present continuous tense and then changing to the past tense.
- In a class, give one picture to each student, e. g. If there are 5 pictures, 5 students are needed. They stand in front of the class and tell the story, each student telling the part her picture represents.
- With one student, give her one picture and ask about "before" or "after."
- As a follow-up step, have the student write the story.

PICTURES FOR CONVERSATION

Purpose

To have students converse about pictures

Materials

A variety of pictures

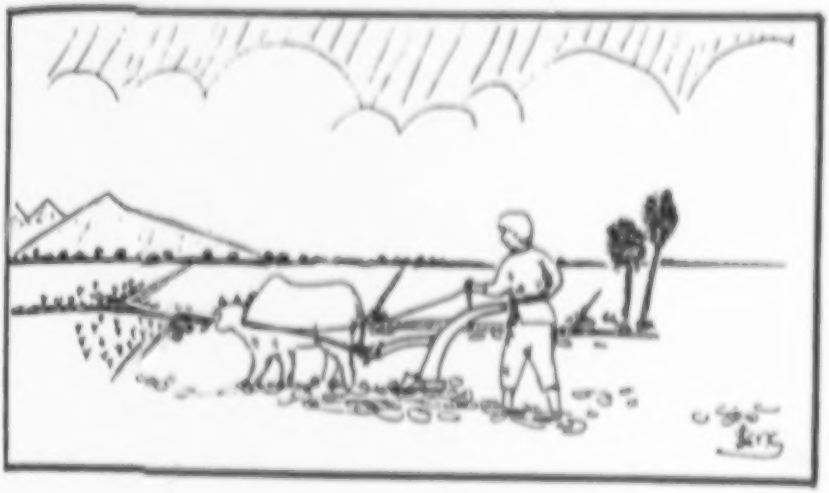
Directions

Show the student a picture and ask her to describe it. Begin by asking questions about the picture or items in it. For example:

- What is this?
- Where is it?
- What is it used for?
- Is he happy?
- Why?
- When do you feel happy?

Variation

- Have the student write a description of the picture as reinforcement. This technique can be used as an introduction to a topic or lesson, as one way to diagnose how much students are already familiar with the relevant language. It can also be used as a refresher or review activity. The complexity of the pictures and the questions can be scaled up or down depending on the level of the student.



SAME OR DIFFERENT
(pre-reading)

Purpose

To practice recognizing same or different numbers, letters, words, times, money, shapes

Materials

Paper and pencil

Directions

Prepare a worksheet with a row of letters, with several of the letters repeated. Before the row, write the repeated letter. Students must circle all the repeated (or SAME) letters in the row.

Variations

- Can be played with numbers, times, money, and words. Shapes can be used as a pre-reading exercise.
- For a class, divide students into 2 teams and race to finish.
- A student can be leader and write the letters.
- Use common signs such as restroom, exit or stop signs.

b	(b) (b) d d c (b)
p	d q p d p p
name	name mame name
bus	bus boss base bus
4	4 4 5 8 3 4

SAME OR DIFFERENT (sound discrimination)

Purpose

To practice skills in listening and sound discrimination

Materials

List of sound contrasts (You can make up your own from classroom vocabulary or use prepared ones from pronunciation guides.) Be sure the student knows it is an exercise for sound and not meaning. Try to use words the students are familiar with as it's frustrating to be faced with lists of "meaningless" words.

Directions

Pick two contrasting sounds that your student has trouble distinguishing and list words that differ only in the key sounds. For example:

thank	tank
thigh	tie
three	tree
bath	bat
both	boat
tooth	toot

Read through each column, repeating each word at least twice. In some cases, it helps to show pictures of contrasting pairs so students see that the words have different meanings. Then read pairs of words like 'thank' and 'tank,' 'three-tree' at a quick pace.

After you say two words, have the student say "same" or "different" or "yes" (answer to "same?") or "no." Try this with your back turned.

Variations

- Give your student a piece of paper and have her write the numbers 1-5 in a column on the left. Read five pairs of words such as "tank-tank," "tree-three," "tie-tie." Have the student write S or D, yes or no, next to each number. Write the correct answers on the board, repeating each word and have students correct their own papers.
- Write two columns of words (as above) on the board or a paper and number each column 1 and 2. Randomly say words and have the students hold up one or two fingers to show which column the word is from.

- Give the student a prepared sheet with pairs of items that have contrasting sounds. You can use numbers, words, pictures, times, letters, phrases, etc.

e	a	15	50
		walk	walked

Say one of the words or numbers. The student circles the word you say.

Notes

Your student can take the role of teacher in all of the above activities, making it a speaking or pronunciation exercise.

LISTENING CLOZE

Purpose

To provide practice in listening for selected vocabulary

Directions

Show a picture to your student and tell her a story about it or role play a dialogue. Repeat this story or dialogue several times and then give your student a paper with the same story or dialogue written on it, but with several missing words. Read the story or dialogue again, line by line. The student tries to fill in the blanks as they hear the word (s). Repeat the story or dialogue one more time, with the student trying to correct her mistakes while it is being read. Example:

- Picture: weekend activities
  What did you do last weekend?
  I _ played volleyball.
  What did you do last weekend?
  I went swimming and watched T.V.

The student receives one point for each blank filled in correctly.

Variations

- Leave a blank for every nth (5th, 9th) word.
- Leave a blank for content words that need to be drilled, e. g. all verbs.
- Instead of a story or dialogue, songs, newscasts from the radio or any kind of speech can be used.
- To provide extra help, you can provide several alternatives for each blank. Students must select the correct answer based on their listening.

Notes

The first line should contain no blanks.

Help the students to fill in the first blank to show them what to do.

DICTATION

Purpose

To practice listening, writing and spelling skills

Materials

Paper and pen; chalkboard if available

Directions

Read the dictation clearly but don't exaggerate your pronunciation. Read each item, phrase or sentence twice. The student writes the dictation. Read it once more to allow her to correct her copy. Use only material that is familiar to your student and has been used orally in class. Keep the pace even. A dictation shouldn't take more than 10 minutes.

Variation

- For students with few literacy skills, prepare and hand out "fill in the blank" directions. For example:
  - The book is _on_ the table.
  - He is _16_ years old.

Notes

Dictations can be used with any level student as long as she has some writing skills. For a beginning level student, use familiar vocabulary words, numbers or words with sound contrasts. For example:

- book
- sixteen
- sixty
- Today is Wednesday.
- It's 2:30.

For more advanced students, use a dialogue or a short paragraph.

Corrections may take as much time as the actual dictation.

Write the dictation on the board and have the student correct her own.

Have your student write the dictation on the board.

Students in a class can help each other correct their papers.

Have your student read the dictation back to you.

SCRAMBLED SENTENCES

Purpose

To practice sequencing words into sentences

Materials

Words and phrases from sentences printed on index cards

Directions

Prepare the cards ahead of time. Using sentences that are familiar to your student, print one word on each index card and include punctuation. Mix up the cards for each sentence. Give your student a set and have her put the words in order. Have the student read the sentence. (Ask other students if it is correct.)

Variations

- Ask the students to write a sentence and print each word on an index card. Ask them to mix up the cards and trade with another student. They can unscramble each other's sentences. Read sentences aloud and check for accuracy.
- Following the same procedure, write sentences from a familiar story or dialogue and have the students put them in order. The students should read the story aloud. In a class, you can give each student one sentence and have them read aloud in order.
- For preliterate students, you can follow the same procedure using pictures. Picture sequences from the texts are useful for this.
- Questions and answers can also be scrambled and then matched.
- Dialogues and stories can be cut into sentence units for further practice.

THE CHAIN GAME

Purpose	To practice vocabulary in categories and sentence patterns
Materials	Pictures (optional)
Directions	Begin the chain with: "I'm going to the supermarket to buy rice." The next person must repeat and add an item . . . "I'm going to the supermarket to buy rice and oranges." etc. Encourage students to help each other to keep the chain going. You can practice other tenses as well. Some examples are: - I went to the park and I saw . . . - I went to the clothing bank and I got . . . - I'm going to the furniture bank and I need . . . - I'm making dinner and I need . . .

SIMON SAYS

Purpose	To practice giving and following commands
Materials	Classroom objects
Directions	Give commands prefaced by, "Simon Says." The students act on the command. If you give a command without the preface, they must not perform the action. If a student makes three mistakes, she is out. Next time, a student can be "Simon."
Notes	It's also fun to give the commands without the "Simon Says" preface. Be sure you keep the pace snappy. A short series of commands (5 to 10) is a good idea so the students who are "out" don't become bored.

GUESSING GAMES

Purpose

To practice asking and answering questions

Materials

Objects or pictures

Directions

Place an object that is familiar to the students in a bag. Have them try to guess what it is by asking questions. Whoever guesses correctly can go and find another object to place in the bag. The students can then ask the winner, rather than the teacher, questions. Limit the number of questions according to your students' abilities. You want the game to move quickly. The first time, it helps to have them ask questions about an object they can see. Introduce the guessing element once they are comfortable with the format.

Variations

- Teacher thinks of a familiar picture, an object in the room they all can see, a favorite place, a favorite food, an article of clothing, an occupation, an activity or a person. The teacher announces the category and then students must ask questions and try to guess the item. When a student guesses correctly, she can be "it." As reinforcement, have them repeat or write sentences describing the object or picture once it's been identified.

Notes

Sample question forms are:

- Is it (big, red, difficult, etc.)?
- Do you (like, see, eat, etc.) it?
- Does it (move, read, etc.)?
- Is it a (person, place, book, etc.)?
- Can I (eat, see, read, etc.) it?
- Is it (near, on, under, etc.) . . . ?

MATCHING GAMES

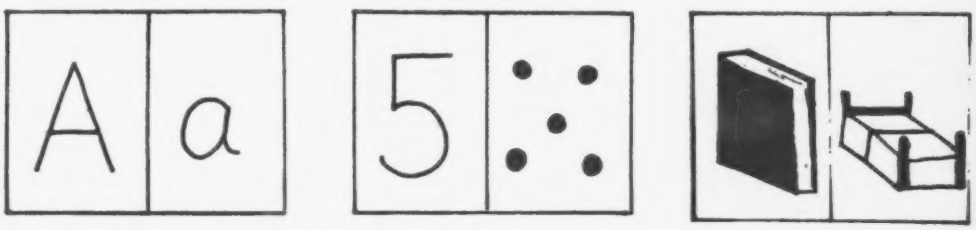
Purpose

To practice number, letter, vocabulary or picture recognition

Materials

Pre-made cards with matching pairs of pictures, numbers, letters, words, shapes, colors, etc. You can have identical matching pairs:

or pairs of variations on a theme such as upper and lower case letters, a picture and matching word, two pictures of objects beginning with the same sound (book, bed).



Directions

Give each student or group of students a set of 10-20 matched pairs. Have the student mix up all the cards. At first, have them match the pairs (saying the word) while all the cards are face up. Once they are familiar with the process, you can introduce variations.

Variations

- Memory. Turn all cards face down. The student turns over two cards. Have the students say the word on each card. If they get a pair *and correctly say the word*, they keep the pair. The person with the most pairs wins.

- Fish. This can be played with a regular deck of cards or with any matching pairs of cards. Deal out 5 cards to each player and place the rest in a pile face down. Students must ask, "Hoa, do you have a five?" If they don't get their card, they "fish" from the pile. The winner has the most pairs. This is also good for practicing questions when using identical pairs.

- Snap. This can be played with a regular deck or any matching pairs. Deal out all the cards. The students take turns putting one card down face up in a central pile. They must say the word or number for each card. When one card matches the one below it, any player can call "SNAP!" The first player to call SNAP wins the pile and puts it aside. The person who gets the most cards wins the game. Use identical pairs for this.

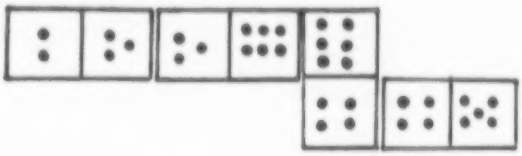
DOMINOS

Purpose

To practice recognizing and matching shapes, numbers, pictures, letters, money, times, or vocabulary.

Materials

A commercial domino set or homemade domino cards with pictures, letters, colors, shapes, etc.

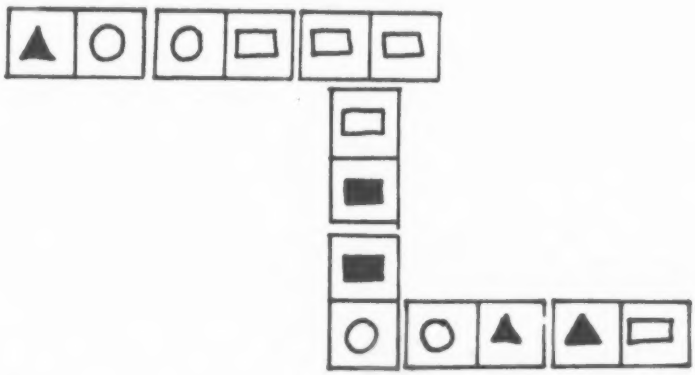


Directions

Give each player five dominos and place the remaining dominos face down in a pile. Turn the top domino face up. The first player tries to match one of her dominos with either half of the first domino. You can play from either end of the domino. If she can't play, she draws from the pile until she can. Have the students *say* the number, letter or word as they play. The first player to use all her dominos wins.

Notes

This is a good pre-reading activity as it has a lot of same/different practice.



TIC TAC TOE

Purpose

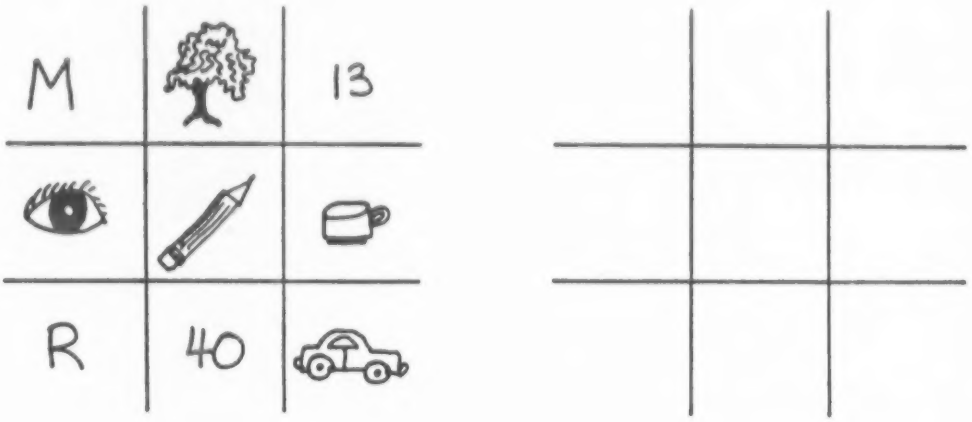
To practice identifying new vocabulary items, numbers, words, sounds, etc. To practice pronunciation

Materials

Blackboard and chalk or large paper and markers

Directions

Draw a big Tic Tac Toe grid on the board. Assign each student or team to be X or O. Practice playing Tic Tac Toe a few times to show them how to play the game. When they can play the game easily, draw a Tic Tac Toe grid and fill it in with pictures, words, numbers, letters or combination of all these. Then draw a blank grid next to it.



In order to score an X or an O, students must tell the teacher the correct name of an item in the grid. The teacher then marks an X or O in the corresponding square of the blank grid. The student tries to get 3 X's or O's in a row.

BINGO

Purpose

To practice listening and pronunciation skills using numbers, letters, sounds, words, or phrases in random order

Materials

- Cards with a Bingo grid for each player
- Tokens to cover the squares
- Slips of paper that match the symbols on the Bingo card

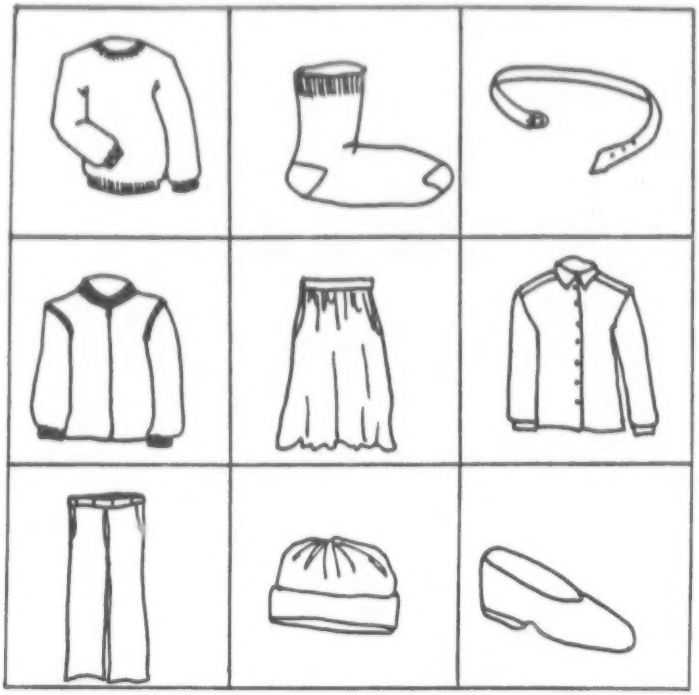
Directions

Play according to the rules of a commercial Bingo game. You should be the caller the first time. As you call the numbers, you can have the students repeat them after you for pronunciation practice. For beginning students, it helps to write each number on the board as you say it. Have the winner read back the numbers she has to make sure they are correct (be sure you keep track of the numbers you have called) and to practice pronunciation. Ask the others for verification ("Is that right?"). Have the winner be the leader and read off the next game.

Variations

- Introductory Bingo. Use a smaller homemade grid with fewer spaces. The first person to cover all the spaces wins.
- Letter Bingo. This requires a homemade set with letters instead of numbers on your cards. Play the same as above.
- Dictation Bingo. Give each player an empty grid. Dictate or write on the board numbers, words, letters, or times. The students fill in the grid in a random order. Then call out the items in random order and play as above.
- Verb Bingo. Place a verb in each space. To score, the player must use the verb in a sentence. Specify "past tense" or "now," "he," "question" or "negative," etc. and use the same sentence pattern throughout the game.

- Vocabulary Bingo. Make a Bingo grid with pictures of vocabulary items on it. (An easy way to do this is by xeroxing a page from one of the texts and cutting up the pictures.) Use body parts, foods, actions, etc. Say the word (or phrase) and proceed as above. "She's running." "It's a big book." "The blue shirt . . . " etc. This doesn't require literacy skills.



- Lotto. Use the grids, cards and matching slips of paper from one of the Bingo games. Give each student a grid. Stack all slips face down in a pile. Each player takes one slip in turn from the top of the stack and places it on his grid if it matches. If not, he returns it to the bottom of the pile. Have the students say each word as they draw. The first person to cover all his squares wins.

Notes

When a student is first introduced to Bingo, it's easier to use a grid with only 9-12 squares. Keep in mind that the pictures you make for Vocabulary Bingo will also be useful for other games like Lotto, Matching games and Tic Tac Toe.

CROSSWORDS

Purpose

To recognize words; to reinforce left-to-right and top-to-bottom progression

Materials

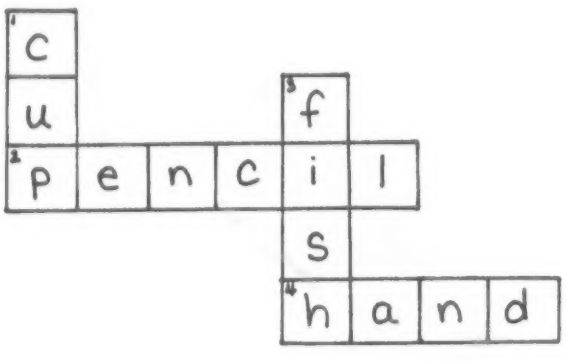
Blackboard and chalk; paper and pencil

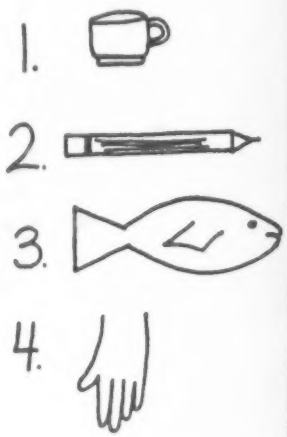
Directions

Make a grid with squares, representing letters. Give a picture clue to help the student fill in the squares with the appropriate letters.

Variations

- Student can be encouraged to make her own
- Crosswords can become more and more complex as squares link up. See the example below.





PART V

VOCATIONAL ESL

LANGUAGE FOR WORK

What is VESL?

VESL is a new area of specialized English. It provides language for employment needs. Like any ESL instruction, VESL needs to fit your student's needs. Is your student preparing to enter a vocational training class such as welding? Can your student handle the sophisticated language necessary to locate a job, such as finding openings and dealing with prospective employers? If not, you can help your student in her search for a job. In class, concentrate on language that will be useful in a variety of jobs. Your student probably isn't sure what job she'll find, so general VESL language is the safest bet. VESL language, work tasks, typical jobs, and other issues in vocational ESL are discussed below.

Anyone beginning a new job receives on-the-job training. The most important aim of VESL is to prepare a learner to receive training from the employer. The new worker has to learn new procedures and how to interact with co-workers. You can help prepare your student for employment by having some 'mini-training' sessions. Your student probably won't do those same tasks in her new job, but she will have practiced language needed to clarify instructions, get information repeated, show she understands directions, etc.

When should VESL training begin?

Getting a job may be the most important step in the resettlement process. Currently, refugees are only eligible for public assistance for the first 18 months they live here, and then must be economically independent. While language proficiency can help in getting a job, many refugees with very limited English skills *need* to get a job. And many employers report that refugee workers with limited English skills are performing their job adequately, although more English would help. So VESL can begin at any time for your learner. With limited English, many newcomers get entry level jobs--positions that require little or no prior training. Job tasks are usually routine. Sometimes these jobs don't have many advancement possibilities. A worker with some experience can explore training and other job opportunities, but a newcomer, desperate for employment, needs to *get and keep* that first job.

Your learner likely needs help in finding a job. Employment counselors through Washington's Employment Security may have bilingual resources and contacts to help her, but they also have large caseloads of clients. Your student will appreciate any help you can give in locating a job and getting around to fill out forms.

Many times a sponsor or other person assists a refugee in getting the application completed, locating a transportation route to and from work, and other things to help a newcomer find and get started in a job. That person may also be contacted by the employer when issues come up at work and there's a language barrier.

Types of work tasks

There are very few published materials to assist you in VESL, especially for a student at a beginning level. So getting some background on VESL issues can help you get organized. Typical work tasks in entry-level jobs include:

put things together/
take things apart

put items away/
gather items

cleaning

evaluating work

Workers who primarily perform one type of task include electronic assemblers, warehouse workers and hotel room attendents. But other entry-level jobs consist of some mixture of these job tasks. To complete a task, a worker may first do some sorting, then assemble an item, evaluate its acceptability and then clean up the work area. In your sessions, you can organize simple tasks with everyday items. Make a cup of tea or follow a simple recipe; change the attachment on a vacuum or change the cartridge on a ball point pen. Items can be sorted by color, size, shape, as well as types, such as separating screws and nails. Cleaning tasks involve various procedures such as sweeping, dusting and washing of surfaces such as table tops and windows. Demonstrate that completed work must fit standards of acceptability.

Language to emphasize in VESL

VESL lessons should focus on:

1. work language related to tasks;
2. "world of work" language such as paycheck procedures;
3. social language; and
4. job search skills such as interview questions and application forms.

1

2

M Co 10-1-1980 100
Pay to: Ling Chan $
six hundred forty five $50/100 dollars
Bank John Doe

Name: Ling Chan 100
Gross Pay: $ 730.00
Deductions:
Fed Tax 65.00
FICA 14.50
Health Ins 5.00 $84.50
Net Pay: $645.50

3

A student needs the work language to understand a demonstration, such as "Do this" and "Put these here." She needs a basic vocabulary for responding during the demonstration. In your tutoring sessions, you can practice common, on-the-job questions during your normal activities. Your student should become familiar with the shortened language Americans commonly use.

Supervisor: Got it?

Worker: I'm not sure. Please show me again.

Supervisor: How's it going?

Worker: Fine. How's this? (shows completed work)

A learner needs to show the trainer she understands (e.g., "I see.") or to get information repeated or clarified. One big complaint employers have about many of their refugee workers is that they nod as if they understand what's being said when they don't really comprehend. The refugee workers also typically answer "Yes" when asked, "Do you understand?" even when they are really confused. Your learner needs to practice acceptable language for training situations, including "I don't understand."

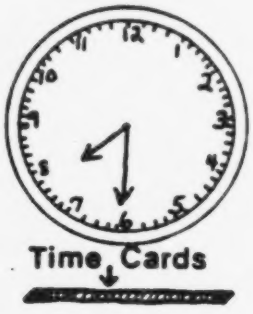
Trainers also use many gestures and other non-verbal communication. To refer to an item, trainers may point to it or they may refer to 'it' or 'this one.' At the beginning level, pronouns need emphasis (e.g., "That's no good." "This one's good." "Go with her." "Put it there.")

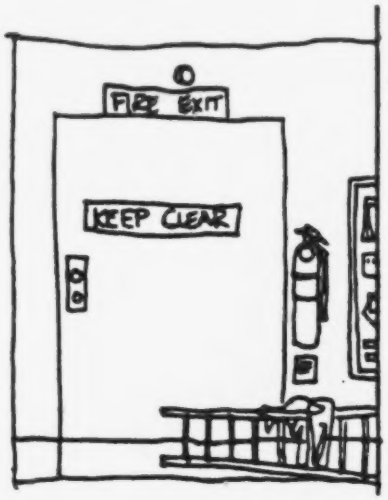
Your student probably needs a job but isn't sure what kind of job she'll find. Try to avoid highly specialized terms used only in one job. Your student needs to respond appropriately during the training *process*. One drawback of specialized vocabulary lists is that they tend to emphasize formal English, and workers in a particular setting often use a lot of jargon to refer to tools and actions--jargon that may be specific to *that one workplace!* Emphasize pronouns and other general language terms, gestures, and ways a student can clarify new instructions, e.g. "What's that?"

A list of Language Functions important in entry level jobs is provided for you. The most basic (and therefore important) functions have a large asterisk before them. The areas titled Directions, Feedback, Metalinguistic, and Reference are especially important.

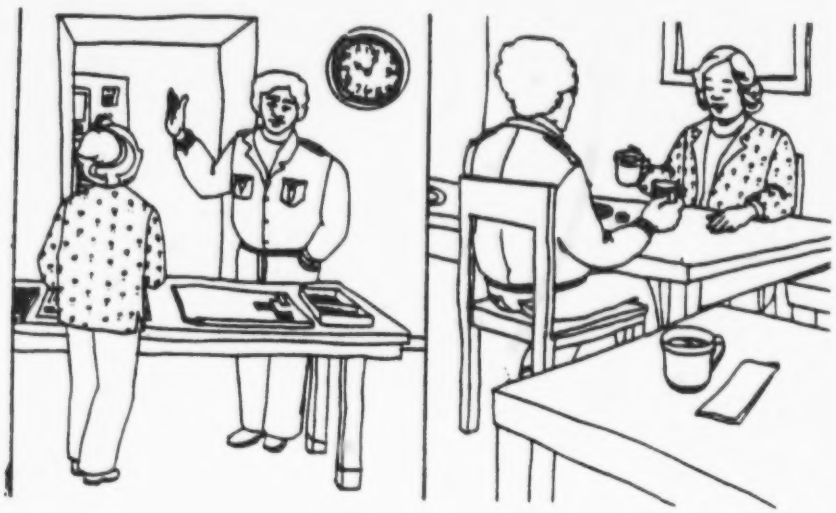
Basic safety procedures should be covered. Discuss safety ideas bilingually or through pictures; don't take any chances on misunderstanding and use of verbal warnings. Lacking experiences which are typical in growing up in the United States, refugees may not use "common sense" caution about electrical devices and other things.

Your student also needs some understanding of work schedules and time cards, time clocks, and rules for work hours. A new worker needs to know when and where to take breaks. Your learner needs to practice calling in sick or late. She can practice this with you and possibly notify you of illness or her need to cancel a meeting. Your student also needs basic information about pay checks, such as asking and signing for one. Many of these things involve cultural knowledge as well as language practice, so even a more advanced learner may need this ESL training.





Social English is also important in the workplace. Social English includes beginning and ending conversations and talking about family and leisure activities. Many workers with limited English are socially isolated on the job. They spend breaks alone and don't participate in small talk. You can develop your student's skills in social conversations during your meetings. Ask about her family and activities and encourage her to practice asking you.



You can give your student more confidence in looking for or starting a new job by practicing work language related to tasks, "world of work" language, such as forms and safety, job search skills, and social language, in your tutoring sessions.

One VESL textbook has been developed for low-level students who may not be literate in English. Titled English for Your First Job, it organizes the language needed for entry-level jobs. However, this text is largely a collection of ideas for teachers: you will need to develop daily lessons from the large chunks of information. For example, no one would want to overwhelm a student with all the prepositions for where to clean (over, under, etc.) in one lesson; but all the prepositions appear on one page for your convenience. The text is organized around topics such as "Cleaning", "Good and Bad Work", and "Pay".

Note: Illustrations in this VESL section are from English for Your First Job

VESL: LANGUAGE FUNCTIONS IN ENTRY LEVEL JOBS

by D. Prince and J. Gage, 1981

1. DIRECTIONS

- Assemble something based upon a one to one demonstration.

  Assemble something based upon a group demonstration.

  Assemble something by copying a sample piece of finished work.

  Assemble something by reading an illustrated shop aid or blueprint.
- Assemble something based upon the oral commands, "Put it together." "Put these together." etc.
- Assemble something in stages.
- Assemble several identical pieces at the same time, based upon the oral commands like: "Do 3 of them." "Do 4 at a time."
- Take something apart.

- Put things away in designated areas.

  Put things away in sequential order.

  Get or bring things from designated areas or that have been put away in sequential order.

- Clean specific areas.

2. SEQUENCES and CODES

Understand alphabetical order

Be able to scan handwritten, typed, vertically and horizontally arranged letter sequences.

- Be able to find your own name when placed in alphabetical order.

  Be able to arrange or retrieve stock items sequenced alphabetically.
- Be able to understand the terms "before" and "after" in simple command statements.

  Be able to use the terms "before" and "after" in yes/no questions.

Understand numerical sequence

Be able to scan handwritten, typed vertically and horizontally arranged number sequences.

Be able to arrange or retrieve stock items sequenced numerically.

Be able to match up a number code with a specific stock item.

Understand color codes

Be able to match up a color with a particular stock item.

Be able to identify 1:1 correspondences between number and color codes.

3. FEEDBACK

- Identify good and bad work in assembly when looking at finished product compared to a work sample.
- Understand simple oral feedback about quality of work.
- Acknowledge simple feedback.
- Understand corrections concerning process in particular in relation to size, distance and quantity as indicated with gestures.
- Understand feedback in relation to sequencing tasks.
- Understand feedback about working too slowly.
- Understand feedback about incomplete work.
- Be able to ask the teacher to check work, e.g. "Is this O.K.?" "Check this."
- Understand when told to do something again.
- Understand when told to check something again.

4. METALINGUISTIC

- Acknowledge that directions have been understood, using eye contact, head nodding or short verbal response, "I understand." "O.K."
- Ask for clarification or repetition when directions have not been understood.
- Interrupt a conversation between two people to ask for clarification, help, etc.
- Understand when an instructor or lead is interrupting work to clarify or change directions.
- Understand checking questions; "Did you finish?" "Did you do it?" Understand group checking questions; "Did everybody have a chance?"

5. SAFETY

- Able to recognize safe and unsafe practice in relation to:

  restricted areas
  special protective wear
  smoking
  fire
  lifting
  paying attention, e.g. when working with machines, tools, solvents.

6. REFERENCE

- Able to understand gestures (pointing, etc.) used to indicate tools, locations or processes in view.
- Able to understand demonstrative and personal pronouns in relation to tools, references, etc. in your view.
- Able to understand location phrases, e.g. "here" and "over there," along with pointing to indicate specific locations.
- Understand pointing along with spatial terms to indicate specific locations.

7. WORLD OF WORK and SOCIAL ENGLISH

- Read work schedules for day, swing and graveyard shifts.
- Understand company rules for work hours.
- Read time cards and time clocks.

  Talk to a fellow worker about preferences in work schedules.

  Talk to a fellow worker about daily schedules.

  Ask a fellow worker to join you on a break.
- Understand company policy about when and where to take breaks.

  Ask or tell where a fellow worker is.

  Talk to a fellow worker about last weekend.

  Talk to a fellow worker about next weekend.

- Telephone in sick for yourself in a large factory (i.e. going through a large switchboard).
- Telephone in sick for yourself in a small business.

Telephone in sick for another person or family member.

Read company rules for reporting sick.

Describe simple illness.

Talk or ask about a fellow worker who is out sick.

Greet a fellow worker just returning from being out sick.

- Ask for your paycheck.
- Sign for your paycheck.
- Read a paycheck to identify gross pay, net pay and deductions.
- Fill out a W-4 form.

Talk about your family with a fellow worker.

APPENDICES

VOLUNTEER ESL PROGRAMS ASSISTED BY
VOLUNTEER TRAINING PROJECT (TACOMA COMMUNITY HOUSE) 1986

King County Programs

ARCHDIOCESAN REFUGEE RESETTLEMENT PROJECT
810 18th Ave. Rm. 108
Seattle, WA 98122

Jane Keyes 323-9450

Individual and family, in home

BELLEVUE COMMUNITY COLLEGE
D207D
Developmental Education Department
P.O. Box 92700
Bellevue, WA 98009-2037

Kay Gates 641-2349

Individual, classroom assistants, central location

CHINESE INFORMATION AND SERVICE CENTER
409 Maynard Ave. S. (2nd floor)
Seattle, WA 98104

Jan Ng 624-5633

Individual and small groups, in home and central location

HEBREW IMMIGRATION AID SOCIETY
3902 S. Ferdinand St.
Seattle, WA 98118

Zoe Koosis 721-5288

Individual and family, in home

INTERNATIONAL RESCUE COMMITTEE
318 First Ave. S.
Suite 210
Seattle, WA 98104

Susan Donovan,
Keith Axelson 623-2105

Individual and family, in home
VESL with groups, central location

JOHN KNOX PRESBYTERIAN CHURCH
16430 Ambaum Blvd. S.
Seattle, WA 98148

Karleen Kennedy 242-6590 (home)

Individual, in home

LAKE FOREST PARK PRESBYTERIAN CHURCH
3705 NE 188th St.
Seattle, WA 98155

Marian Black 363-3996 (home)

Individual, in home

LANGUAGE INSTITUTE FOR REFUGEES UNIVERSITY PRESBYTERIAN CHURCH
4540 15th N.E.
Seattle, WA 98105

Carol Johnson 525-1725

Individual and family, in home
(Christian tutors)

MT. VIRGIN PARISH (RENTON VOC. TECH.)
4251 NE 125th
Seattle, WA 98125

Jenny Springer 363-8191 (home)

Individual, in home
Group, central location

PRENATAL TUTORING
Columbia Health Center
3722 So. Hudson St.
Seattle, WA 98118

Rosemary Holland 244-6764 (home)

Individual, in home

PRESIDING BISHOP'S FUND
1610 S. King
Seattle, WA 98144

Betty Hines 323-3152

Individual and family, in home

King, cont.

SEATTLE CENTRAL COMMUNITY COLLEGE
1701 Broadway BE 122
Seattle, WA 98122

Judy de Barros 587-4142

Talk Time, central location

WASHINGTON ASSOCIATION OF CHURCHES
JOBS FOR NEW AMERICANS
3902 S. Ferdinand St.
Seattle, WA 98118

Kerry Trobec 721-5288

VESL with groups,
central location

Other counties alphabetically:

Chelan

WENATCHEE VALLEY LITERACY
ABE/ADULT LEARNING CENTER
Wenatchee Valley College
Wenatchee, WA 98801

Ruth Phillips (509) 884-2130

Individual and small group,
in home and central location

Grays Harbor

GRAYS HARBOR COMMUNITY COLLEGE
College Heights Drive
Aberdeen, WA 98520

Lee Johnson 800-562-4830
ext. 292

Individual, in home

Kitsap

LITERACY COUNCIL OF KITSAP
612 5th St.
Bremerton, WA 98310

Kathleen Kimball 373-1539

Individual, in home and
central location

Lewis

THE PHOENIX CENTER/
CENTRALIA COMMUNITY COLLEGE
1111 N. Washington
Centralia, WA 98531

Frances Tanaka 736-9391 ext. 216

Individual, in home or central
location, classroom assistants

Pierce

TACOMA COMMUNITY HOUSE
P.O. Box 5107
1311 So. M
Tacoma, WA 98405

Lucinda Wingard 383-3951 (Tacoma)
682-9112 (Seattle)

Individual and small groups,
in home and central location,
Talk Time, classroom assistants

Spokane

COUNTRY HOMES SCHOOL
N. 8415 Wall
Spokane, WA 99208

Jeannette Cornish 467-0845 (home)

Individual, central location

WASHINGTON ASSOCIATION OF CHURCHES
REFUGEE RESETTLEMENT
N. 2319 Monroe
Spokane, WA 99202

Marilyn Reiman 325-2591

Individual and small groups,
in home

Thurston

REFUGEE CENTER
114 E. 20th Ave.
Olympia, WA 98501

Stephanie Nead-Patrie 754-7197

Individual, in home
Talk Time

Whatcom

WHATCOM LITERACY COUNCIL
P.O. Box 1292
Bellingham, WA 98227

Wilma Totten 676-2104

Individual, in home
Talk Time

SELECT BIBLIOGRAPHY

The Volunteer Training Project maintains an extensive ESL library at Tacoma Community House and volunteers are welcome to visit and browse among more than 575 titles. We consider the books listed below very appropriate for volunteer tutor programs. Ordering is often easiest through book distributors specializing in ESL materials. Their names appear in capital letters following the title and publisher. You will find necessary addresses and phone numbers at the end of this appendix.

ESL TEXTS

"Survival"

Homebound English for Refugee Women (HER). 1981. Tacoma Community House.

Book	$15.00
Shipping & handling	10%

Twenty-three lessons on survival skills. Includes complete instructions for teaching lessons and accompanying illustrations. Designed for beginning preliterate refugees.

A New Start: Functional Course in Basic Spoken English and Survival Literacy. 1982. Heinemann Educational Books. ALTA.

Teacher's book	$12.00
Student's book	7.50
Literacy Workbook 1, 2	4.50

Survival curriculum for beginning adult learners who are either literate or preliterate. Emphasizes oral skills, but also introduces survival literacy skills such as reading signs. Excellent range of activities.

"Beyond Survival"

A Conversation Book: English in Everyday Life, Book One, Two. 1977. Prentice-Hall, Inc. ALTA.

Book One or Two	$9.95

Encourages students to talk about themselves in their own words. Offers a wide variety of open-ended conversational exercises dealing with aspects of everyday life.

Impact! Adult Literacy and Language Skills. 1982. Addison-Wesley. ALTA. DELTA.

Book 1, 2 or 3	$7.50
Teacher's guide	4.50

Each reading passage includes a detailed illustration and exercises to check comprehension. Designed for students with some literacy skills.

Side by Side: English Grammar Through Guided Conversations. 1980. Prentice-Hall, Inc. ALTA.

Book 1 or 2	$7.95
or alternate edition:	
Student's books 1a, b, 2a, b	3.95 each
Teacher's guide 1a, b, 2a, b	5.50 each
Activity workbook 1a, b, 2a, b	2.95 each

Each lesson covers one or more grammatical structures, a model conversation and exercises to use the new language in a conversational framework. Designed for high beginning students and above.

ACTIVITY BOOKS

Pronunciation and Listening

Before Book One: Listening Activities for Pre-Beginning Students of English. John and Mary Boyd. Regents Publishing Company, Inc. ALTA. DELTA.

Book	$4.25
Teacher's manual	2.75

Activities center on listening and non-verbal response based on communicative situations such as recording a telephone number given orally. Designed for students who have no prior study of English.

English Pronunciation Exercises for Japanese Students. 1974. Regents Publishing Company. ALTA.

Book	$7.95

Probably the best overall text for improving pronunciation of most ESL students--regardless of origin. Includes exhaustive English sound checklist, hundreds of minimal pair and alliterative contrast drills, several basic intonation pattern drills, and easy to follow explanations of sound production.

Whaddaya Say? 1982. ELS Publications. DELTA.

Book	$5.95
Cassettes	16.95

Helps students hear and understand the difference between natural, relaxed spoken English and clearly articulated "teacher talk."

Total Physical Response

ESL Operations: Techniques for Learning While Doing. 1980. Newbury House Publishers, Inc. DELTA.

Book	$6.95

A source book for teachers who want to extend their use of TPR to include operations, especially appropriate for Vocational ESL, but fun and valuable for students at any level.

Learning Another Language Through Actions. 1982. Sky Oaks Productions.

Book	$10.95
Shipping and handling	10%

A complete teacher's guidebook for the "TPR" approach to teaching language. Theory and specific lessons.

Visuals

Look Again Pictures. 1984. Alemany Press. ALEMANY. ALTA. DELTA.

Book	$12.95

Twenty-two pairs of pictures illustrating everyday situations with numerous suggestions for activities. Useful for beginning to advanced students.

Oxford Picture Dictionary of American English. 1978. Oxford University Press. ALTA. DELTA.

Book	$4.95

Useful but limited dictionary with numbered pictures of familiar objects. Large charts of select pictures also available and useful in group teaching. The pictures are colorful and clear and are an excellent aid for the survival teacher or tutor.

Picture It! Sequences for Conversation. 1981. Regents Publishing Company. ALTA. DELTA.

Book	$6.25

Students describe sequences of pictures of essential daily situations such as making a phone call. Contains 480 illustrations. Intended for high beginning to intermediate students.

Speaking and Conversation

Back and Forth. 1985. Alemany Press. ALEMANY. DELTA.

Book	$12.95

Listening and speaking exercises for intermediate students working in pairs or small groups. Can be adapted to one-to-one tutoring.

Communication Starters and Other Activities for the ESL Classroom. Alemany Press. ALEMANY. ALTA. DELTA.

Book	$7.95

Many ideas to promote oral communication. Either change-of-pace activities or basic methods for teaching adult students.

English Through Drama. 1981. Alemany Press. ALEMANY. ALTA. DELTA.

Book	$7.95

Beginning to advanced activities using elements of drama to convey meaning and make learning more active.

Talk-A-Tivities. 1985. Addison-Wesley. ALTA. DELTA.

Book $24.95

Reproducible visuals for a wide variety of speaking and listening activities for intermediate to advanced students. Encourages pairs to work cooperatively to resolve a variety of intriguing puzzles and problem situations.

Talk Time Coordinator Handbook. 1985. Tacoma Community House.

Book $5.00
Shipping and handling 1.00 (10% over $10.00)

Describes "Talk Time" programs and management followed by a packet of theme-based conversation starters and activities suitable for large groups and one-to-one.

Reading

The New Arrival: ESL Stories for ESL Students. 1982. Alemany Press. ALTA. DELTA.

Book 1 or 2 $5.95

Stories about a refugee's life in his homeland, refugee camp and a new country. Provides reading, conversation and writing practice for high beginning literate students.

Tales from the Homeland. 1985. Tacoma Community House.

Book $7.00
Shipping and handling 1.00 (10% over $10.00)

Stories and lessons to develop literacy skills through the Language Experience Approach. Excellent student-drawn illustrations. It is designed to be used as both a guide to LEA and as a reader for Southeast Asian students.

Vocational ESL

Janus Job Interview Kit. 1977. Janus Book Publishers. DELTA.

Kit $39.95

Thirty large photographs of entry-level jobs such as electronics assembly. Guide focuses on preparing for interviews and describes job duties, etc.

Speaking Up at Work. 1984. Oxford University Press. DELTA.

Teacher's book $2.95
Student's book 5.95

Helps adults with an intermediate level of proficiency in English become successful employees. Covers 30 topics, including what to do when instructions are not understood, phoning in sick, asking for help on the job, making new friends, and safety.

Your First Job. 1986. Prentice-Hall. ALTA. DELTA.

Book $9.95
(Teacher's manual available free from Prentice-Hall.)

Vocational ESL for beginning students with low literacy skill. Includes activities simulating directions, clarification and checking back, common to entry level jobs.

ESL for Childbirth

Ante-Natal Language Kit: To Teach English for Pregnancy. 1983. Commission for Racial Equality, Elliot House, 10/12 Allington Street, London SW1E 5EH, England, U.K. (tel. # 011-44-1-828-7022)

Book and Visuals — No prepaid orders. You will be billed £1 per copy plus postage.

Description of possible pre-natal courses for limited English speakers and a complete set of lessons plans, suggested dialogues for the tutor to tape, and excellent ESL methodology explained step-by-step. Adaptable for beginning to advanced students.

HELP Maternity Language Course. 1980. Leeds City Council Department of Education, Printed Resources Unit for Continuing Education, 27 Harrogate Road, Leeds 7, England. (tel. # 011-44-532-623-308)

1 copy sent airmail — £14.00 (sent in dollars at the exchange rate of the moment)

Complete ESL lesson plans and excellent visuals for the entire range of language needed from the first doctor appointment to the first few months of baby care.

TEACHER RESOURCES

Language Experience Approach to Reading (and Writing). 1983. Alemany Press. ALEMANY. ALTA. DELTA.

Book $11.95

Explains the approach, gives details of lessons and describes basic concepts of teaching reading and writing.

Teaching Languages, A Way and Ways. 1980. Newbury House Publishers, Inc. DELTA.

Book $14.95

Well written, personalized view of teaching, learning and modern ESL teaching ideas.

Understanding and Using English Grammar. 1981. Prentice-Hall, Inc. ALTA. DELTA.

Book $14.95

Excellent reference grammar for teachers of advanced level students who are highly literate. Provides rigorous practice through a variety of contextualized oral and written exercises.

CULTURAL INFORMATION

Inquiries at your favorite bookstore will provide you with the most up-to-date resources. Some excellent insights and knowledge about the background of your refugee student can be obtained from the Refugee Information Series published by:

United States Catholic Conference
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Specify the country you are interested in and they will send you a free book which contains direct cultural information, true stories, newspaper articles, etc., as well as extensive bibliographies.

ADDRESSES OF DISTRIBUTORS AND PUBLISHERS

ALEMANY Press
2501 Industrial Parkway West, Dept R B 3 4
Hayward, CA 94545
1-800-227-2375

ALTA California Book Center
14 Adrian Court
Burlingame, CA 94010
1-800-4ESL/CTR

DELTA Systems, Company, Inc.
570 Rock Road Dr., Unit H
Dundee, IL 60118
1-800-323-8270

Sky Oaks Productions
PO Box 1102
Los Gatos, CA
1-408-395-7600

Tacoma Community House
PO Box 5107
Tacoma, WA 98405
(206) 383-3951, Seattle--682-9112

Washington State Adult Refugee Project

ESL MASTER PLAN

The Master Plan description of levels and objectives may be very helpful to in-home tutors, so we have reprinted them here for you. State-funded adult refugee ESL classes use a standardized series of "benchmarks" at each level to place and measure the progress of students. The complete Master Plan including a detailed list of language skills at each level is available at any of the sites listed in Appendix B or order your own free copy through:

Suzanne M. Griffin, Supervisor
Adult Refugee Project
Superintendent of Public Instruction
Old Capitol Building
Mail Stop FG-11
Olympia, Washington 98504
(206) 586-2263 SCAN 321-2263

PRELITERATE:

* Comes from a non-literate culture
* Lacks familiarity with Western culture
* Little or no formal education
* Does not recognize written Roman alphabet
* Unable to read and comprehend simple sentences related to immediate personal needs
* Displays no measurable oral communication in English

BEGINNING:

* May come from a literate culture
* Has some familiarity with Western culture
* May be literate in their language
* Has some formal education in their own language
* Recognizes written Roman alphabet
* Able to read and comprehend simple sentences related to immediate personal needs
* May provide some oral and written communication in English with difficulty

INTERMEDIATE:

* Has some familiarity with Western culture
* Has some formal education in own language and in English
* Able to read and comprehend some simplified materials in English
* Able to perform most daily writing tasks in a familiar context

PRELITERATE

LEVEL I: Upon completing this level, the student will be able to:

* Understand carefully phrased, simple sentences in controlled classroom settings, but not in everyday or job situations
* Express some simple needs in very short phrases or sentences in a controlled environment
* Read some familiar and common sight words and symbols

LEVEL II: Upon completing this level, the student will be able to:

* Understand carefully phrased, simple sentences in classroom settings and in some everyday or job situations
* Express most needs in short phrases and sentences with considerable difficulty
* Read many familiar and common sight words and symbols

LEVEL III: Upon completing this level, the student will be able to:

* Express him/herself in phrases or simple sentences in everyday situations and in some job settings with great difficulty
* Express him/herself with great difficulty in a simple conversation with a native speaker
* Read and write very simple phrases in controlled classroom situations and in some job settings

BEGINNING

LEVEL I: Upon completing this level, the student will be able to:

* Express needs in most everyday situations and in some job settings with great difficulty
* Converse with difficulty with native English speaker using some appropriate phrases and short sentences

118

* Converse with some students at this level in English with great difficulty
* Read and write simple phrases and sentences in controlled classroom situations and in some job settings

LEVEL II: Upon completing this level, the student will be able to:

* Express needs in most everyday situations and on the job, but may need assistance in a complex situation
* Converse with a native English speaker with appropriate phrases and sentences
* Converse with some students at this level in English with difficulty
* Read and write simple sentences in some everyday and job settings with assistance

LEVEL III: Upon completing this level, the student will be able to:

* Express and respond with some hesitation to most native English speakers in everyday and job settings
* Can understand some pre-recorded or televised job announcements and special offers
* Can extract some written information from popular magazines and newspapers

INTERMEDIATE

Upon completing this level, the student will be able to:

* Express and respond to most native English speakers in conversations on non-technical subjects and on topics of particular interest
* Can understand and talk about some popular television shows and special announcements, such as traffic and weather alerts
* Can extract some written information from manuals, training materials, and newspapers written in "plain" English